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THE

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# SCHOOL JOURNAL

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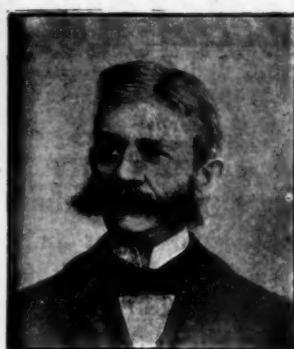
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The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly to "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & CO. Do not put editorial and business items on the same sheet.

## The New York Academy.

By E. P. Powell, Clinton, N. Y.

It is one of the sarcasms on education that the classic name of Plato's school should have been attached to that fragmentary survival of a school system inherited by New York from Massachusetts. The Massachusetts system, as first devised by the colonists, was an ideal of completeness—the most perfect ever devised by any people up to that date. It was, however, unable to expand with the state's expansion; and so it soon came about that all that was left for the people to do as they reached westward, was to create a lot of makeshift district schools. The academy was a supplemental effort to render this makeshift less incomplete. At the close of the last century, when New England flowed over into New York, it carried with it this curious jumble of common people's schools and Plato's schools. My acquaintance was with the first academy built west of Connecticut, and not far from the present city of Utica. There it was my lot to lay the foundation of my education, side by side with the senior editor of *The School Journal*. The building was not erected until 1815; but, in a peripatetic condition, the academy had been in existence from the beginning of the century. The formal academic foundation was a stock company—the members to receive dividends on the rent of building and grounds. The estimate was fifteen per cent., but no per cent. at all ever materialized. The stockholders furnished the brick and the lumber, and patiently held the stock while Plato organized the school. Of course Latin and Greek entered into the curriculum, but there was very little science apart from mathematics and a supposition of something called natural philosophy. At once there came a necessity for separating the sexes; for was not this a classical school, and did anybody ever hear of girls straddling about after Plato? An academy would be eternally disgraced that allowed a woman to study within its walls. But it happened that just about this time a big, brawny, uncouth, but uncommonly independent lad was in Hamilton college—half a mile up the hill. This was Asa Mahan, a youngster who was destined twenty years later to inaugurate in America co-education.

We were associated at a later date as successive pastors of a church in Adrian, Michigan; where, at a still later date he was also president of a college—co-educational, like Oberlin; and, as he was fond of saying, like

nearly all the Western institutions. It was his chief delight at this period to recall his initiatory work of 1835, and rejoice in the universal downfall of antiquated folly.

The classical academy was, in reality, a common school, with the addition that it gave instruction in Greek and Latin, and sometimes prepared boys for college. The quality of this preparatory work was far inferior to that which had been done in the families of New England pastors, during the period of the Mathers. I remember, with no little chagrin, that my instructors in Greek were seldom able to construe a passage in *Memorabilia*, or in Homer. It was little more than guesswork. In Latin, we went hop, skip, and jump; and here, again, it was without accuracy. We became superficial scholars, and not thorough students. Unfortunately, in those days admission to the scattered denominational colleges was as unscholarly as our preparation had been. It depended on a crude translation of a few passages in Virgil and Cæsar, with a possible remote conception of prosody.

There was unlimited application of the elective principle, grading in the academy being unknown. Each boy "took" what studies he pleased. Classes rarely exceeded five or six persons. Nearly all recited alone in something. Three or four in algebra followed after each other, a few pages apart. There were certainly advantages in little classification, as there were disadvantages. No one was dragged back by association with a sluggish companion.

Methods were primitive. For many years Rev. Salmon Strong was principal, and he was the whole faculty in one. He was a dear old enthusiast; and he loved a good boy, as he hated a bad one. Indulgent as a father, he went into school history as "Pop Strong." We passed him an apple as recess advanced, and we watched him with keen eyes, to make sure that another apple went up to the "bear-box" before the first one was disposed of. His weakness was apples. By this means, our recess was of uncertain limits—often half an hour.

His predecessor, Rev. Wm. Weeks, had set up a pendulum, which he allowed the boys to swing; and they were allowed to continue their sports until the pendulum stopped. Their anxiety to make the most of the opportunity had swung the pendulum against the ceiling on both sides until the plaster was badly broken away. In my day, time was marked by a primitive set of shadows on the porch floor. Sun dials were in use at the college. Clocks were still very rare, and watches were almost unknown. Time at Dartmouth college, at one time, was marked off by the original plan of having an Indian pace a certain line on the campus, and shout at the end of his mark.

Our academy drew pupils from a circle of thirty

miles. It protracted its existence, with many modifications in method, but always with its monastic views of the sexes, down to within ten years. It has now followed the very large majority of similar classical schools into the shades of history. It has been followed by a splendid union school, organized on the best modern ideas. Here it is considered quite safe to educate the sexes together. That our present N. Y. state system is ideal no lover of education will contend; but it grows better and this fact we owe, in some large degree, to the earnest work of the New York *School Journal*.

I notice that with the passing away of the academy another change has taken place. The new and freshly-fledged A. B.'s from all our colleges were accustomed to fill the rôle of Plato, in these institutions for two or three years after graduating. The president or a professor always had a list of vacancies, or applications from trustees; and this list generally covered the annual output of graduates. If a teacher was needed specifically qualified to instruct in German and French, as well as the ancient languages, he had only to secure a written certificate from an accommodating professor. I have seen a certificate signed by a well-known LL.D., recommending a young man to teach German who had never read a line of German in his life. But it has now come about that the young alumni find no such ready seats of emolument and honor. It is far more difficult than formerly to get a place for apprentice work at teaching. If Dr. Schurman has his way, teaching will soon be as much of a profession as medicine, law, or theology. We cannot regret, therefore, the passage of the district school and academy, because they did not constitute a system, but were a temporary substitute for a system.

### The Choice of a School.

In selecting a school the result sought for is not only excellent educational advantages, though these are undoubtedly important. Nor should we chiefly dwell on the latest methods in teaching, the variety of appliances, the healthful environment, and the admirable apparatus which the school may possess. None of these particulars are to be forgotten or overlooked; but we must remember that what a school does for its pupils is not primarily to give them information, but rather to aid them in forming character. And after this it is to establish them in a group or a social order where they may make and keep friends of the best kind—friends whose society will be elevating, and whose influence over them will be enduring.

Always choose for your son or your daughter a school in which he or she will come under the moulding hand of a strong and noble teacher. The teacher's personality is of the greatest value in the daily intercourse of the school-room. Not long ago, in Virginia, a lovely gentlewoman died. For many years she had presided over a very famous school—a school to which people confidently sent their daughters, knowing that there they would receive impressions from a singularly conscientious and noble woman, one who set her stamp on every girl sent to her for care and training. And when, some years since, in a railway accident, the newly chosen president of Mount Holyoke college was killed, there was grief everywhere; but there was also a universal testimony given by the women whom she had taught during a long period in a famous seminary, to

the lasting character of her life work. Such women do not die. They live on in those they have influenced.

Going to college from a good preparatory school is a much better thing for a boy than going to college from private preparation at home, even granting that the preparation itself has been equally thorough. The young man who was prepared at one of our excellent schools finds in his Freshman year a great many comrades, companions of the lower grades of learning, who carry on into the higher institution the traditions of the school which had charge of them in the formative period. And it is worth much to us in life to have friends who have summered and wintered with us—friends dear and true, who knew us before the world did, and who give us, even as we give them, something helpful or stimulating in our work or our recreation.

—“Harper’s Bazar.”

### Going to College.

Under the old regime there was so much of “going on sprees” in our colleges, so much misdirected energy in breaking street lamps, and taking down signs from one place to put them up in another, so much “badgering of professors,” and so much time wasted in standing around, smoking, chewing, and “spitting brown like a gentleman,” that they were not the best schools either for morals or for manners.

Besides this, the useful studies were taught so repulsively, and so much of the precious time of youth was wasted in useless studies, there was so much eating of dry chaff in going over all the heaped up minutiae of the Greek and Latin grammars, leaving time to read merely some few pages in their glorious literature, that it is not wonderful that some sensible men decided not to send their sons to college, but to have them educated as well as possible at home, and then launch them on the great ocean of life.

One advantage of this method was that a man could have a better chance to choose the studies best adapted for his son, and also arrange to have him go more rapidly through them in place of keeping him in a class where “the locomotives” must be held back so as to keep company with “the slow coaches.”

There were protests against this, even at that early day. Alexander Hamilton, after preparing himself in a Jersey school, applied to Princeton college for entrance, with permission to go through the college course as rapidly as possible. This permission was refused him. He then applied to Columbia college, and was admitted on these terms. Now, thank heaven, our colleges are very different. They are liberalized in every respect. More practical studies are introduced, and the studies there are more practically taught. There is much greater, and, in some cases, unlimited freedom allowed in the choice of studies. Sight reading has been introduced more and more, thus utilizing the knowledge of the professor in advancing his pupil, not in puzzling him, as of old.

An energetic young man, by working hard, can enter one of our colleges as sophomore, and where, as in Columbia, he is allowed to study medicine or law in his senior year, can thus reduce his college time to two years instead of four.

Besides this, there are some of our colleges that do respect the “Temple of the Soul;” that do attend to physical education, not merely by giving some money to a lot of athletes to perfect themselves still more, but which measure carefully the limbs and body of the student entrusted to their care to find out where he needs development, and then develop him with care, so as to bring him as near as possible to the standard of the well-developed man.

At present, therefore, one can conscientiously encourage young men to go to college. It gives them a good start in life.

J. M. M.

## The School Catalogue and the Printer.

By Robert T. Sloss, A.B., New York.

The channels wherein a school may be advertised are limited. Bill boards, electric signs, and the multifarious ways in which business men seek publicity are impossible for the schoolmaster. A notice in some respectable periodical and a catalogue—these are the two means whereby he may endeavor to attract the interest of possible patrons. Even in the notice and the catalogue, there are well-recognized boundaries, beyond which it is bad taste, and therefore, bad business, for the advertiser of schools to step. These boundaries have been very perceptibly widened in quite recent years, but they still remain, and will always remain, distinctly marking off professional advertising from commercial advertising. It is in the recognition of this fact, rather than in any attempt to ignore it, that the schoolmaster may look to increase the effectiveness of his advertising.

It is with the form, the printed appearance appealing immediately to the eye, that this article has to do. A subtle attractiveness and awakening of interest simultaneous with the eye's resting on the printed thing, is the first element in an effective advertisement. Whether it is the most important element is no matter—it has come to be an essential element. Even as early as the days of "The Spectator" so academic a spirit as Addison recognized this principle. He says:

"The great art in writing advertisements is the finding out a proper method to catch the reader's eye; without which a good thing may pass unobserved, or be lost among the commissions of bankrupt."

You have but to turn to the advertising supplement of some magazine to see the means whereby this element of attractiveness, this wooing of attention, is attempted. You have but to send for the many catalogues and circulars therein mentioned, to see it more elaborately exemplified. But it is doubtful whether the schoolmaster could learn how to make his catalogue more attractive, by an investigation of this kind. Judging from an inspection of hundreds of school catalogues issued all over the country, it would seem that the fault with most of them lies in an attempt to model them after catalogues of machinery, of furniture, of bicycles. This is not wholly the fault of the schoolmaster, but rather of the printer—and it is a very natural fault, even in him; for he probably prints one school catalogue among a hundred commercial catalogues, and when the schoolmaster brings in his copy, and says, "Get this up in neat, attractive form for me," the printer is most likely to use the material and ideas he has found effective in other lines. The result is inevitable, incongruity; whereas harmony of matter and manner is the foundation of all attractiveness in printing.

The appearance of an advertisement of a school should savor not of the world of commodities, but of the world of books. Therefore, *simplex munditiis* should be the motto of the maker of school catalogues. And this does not, as might be supposed, limit the possibilities of attractiveness. There is plenty of latitude in plain printing to give every school a catalogue in good taste, which shall, at the same time, convey some impression of the individuality of the school. Custom has

dictated limitations to the manner in which books may be printed. There are but a few types to choose among, a few kinds of paper, and yet the publisher that knows how, finds no difficulty in giving an individuality to the appearance of each book,—an individuality that lies not alone in the binding, but pervades the whole volume.

Therefore, we may safely advise the schoolmaster to adhere, in his catalogue, to the style of what printers call book work.

To illustrate, take the simple matter of title pages. The following is clipped from a catalogue printed at Louisville, Ky. As a whole, the booklet is an excellent specimen of clean, careful presswork, both as to letter-press and illustrations.

THE BEST EDUCATION:  
COMMON SENSE DEVELOPED.



## KENTUCKY MILITARY INSTITUTE

LYNDON, KENTUCKY.

IN MY EYES THE EDUCATION IS NOT WHAT WE TEACH,  
BUT HOW TO EDUCATE, HOW TO TRAIN, NOT SCHOLARSHIP, BUT LIFE.  
THOMAS HOBSON.

The faults to be found with it are faults of more minor detail. It would pass for an excellent job, alongside the majority of booklets of this kind. But you will observe that there are three kinds of type in the title page, beside some incongruous ornamentations. The same mistake is made throughout the pages.

Kentucky Military Institute.

### REMARKS ON THE COURSE OF STUDY.

EVEN A CHILD IS KNOWN BY HIS WORK.

**Mathematics.** The system pursued in teaching Mathematics is entirely different from that used by any other school, and the reputation attained by this department is sufficient evidence of its worth. Text-books in arithmetic and algebra are used alone for their examples; in geometry the superintendent has published his own text for beginners, and in the regular text, as well as throughout the whole course, a grasp of principles is insisted upon as opposed to the usual "answer getting" method of common use; the rest of knowledge with which the pupils are endowed is secondary; to this end everything is made to have a practical bearing, and to carry out the ideas, we have over five hundred dollars' worth of instruments and apparatus—from a foot rule to a hundred-foot steel tape; from a calculating machine invented by the superintendent, to a complete set of surveying and engineering instruments, made by Young & Son, of Philadelphia.

Where boys often have a distaste for mathematics, here they soon come to love it; it is a very rare thing a boy ever fails to drop any of his mathematical studies, when he comes to us early enough.

Please notice how thorough our course is in algebra and geometry, the foundation of all subsequent work, and the bulwark of over ninety per cent of the practical applications of mathematics. Other schools finish geometry in from five to ten months, and then acknowledge their pupils know nothing about it; we teach it until they do know it.

**Natural Science.** In this department we aim to work with the things themselves, not with their text-book descriptions. In physiology, for instance, a cat is sacrificed for the good of the class, for other purposes a monkey is used to better advantage. In physics we are well supplied with apparatus, which the pupils themselves help to use; the list includes an air pump, lift force pump, electric batteries, a dynamo, electric lamps, resistance box, Wheatstone bridge, galvanometers, etc. Electricity is given the time and work its importance demands. In chemistry the pupils largely

The cover is a fancy paper that has become so identified with commercial booklets that the catalogue at first glance would never suggest anything academic.

Here is a title page from a catalogue printed throughout in plain Roman type. It has a white cover, bearing simply the name of the school.

MRS. M. E. MEAD'S  
SCHOOL FOR GIRLS  
AND YOUNG LADIES

HILLSIDE, NORWALK, CONN.

Here is one of the pages:

pathy with the School aims, and with College standards and spirit.  
All work undertaken by the student is designed to be scholarly in quality. While it will demand honest, conscientious endeavor, it will present no requirement that should unduly tax ordinary strength or ability.

It is designed to awaken a spirit of investigation in the search for truth and knowledge, and in its discovery that shall reveal much original and valuable study.

Thus whether in the Classroom, the Laboratory, the Library, or the Studio, the methods of instruction are based on sound scientific principles and thorough work.

ENGLISH

The study of English begins in the Primary Department, and ends only in the Senior Year. The course includes exercises in sentence-structure, the deduction of essential principles of Grammar and of Rhetoric from works of assigned authors, some knowledge of the formation and growth of the English language, and constant practice in writing of original themes. Incorrect expressions are subject to criticism in the classroom, and every effort is made to secure the acquisition of that most desirable of all accomplishments, a correct and elegant use of the mother-tongue.

THE CLASSICS

The instruction given in the Classics has a two-fold aim: To secure an accurate and ample preparation for College, and to inspire a lively interest in the study of Greek and Latin.

To this end is required a complete mastery of forms and syntax, translations from the English, beginning with the elementary study of the language, prose composition, along with the con-

It is not necessary to be as severely plain as this, in order to keep within the canon of good taste. But the points to insist upon are harmony of style and a careful exclusion of mongrel details.

In the same vein it would hardly seem necessary to caution schoolmasters to secure absolute accuracy and perfection of workmanship. But the number of catalogues that appear full of typographical errors and poor press work, topped by faulty binding, would not seem to make the caution pointless. This is not a reflection on the scholarship of the schoolmaster, but rather on his judgment in selecting a printer. First-class work can only be turned out by a first-class house. Unless the schoolmaster is a professional proofreader, the only way he can exclude typographical errors from his booklet is to give it to a house where the proof will pass under the eye of an expert reader. The only way to get a catalogue perfect in mechanical execution is to send it to a house that is accustomed to do perfect work.

Of course consideration of economy influences schoolmasters to trust their catalogue to the local printer. But it is economy ill directed. It is true that the average school catalogue is so unnecessarily bulky that to print it in proper style usually entails considerable expense. But it has occurred to the writer (who was formerly a school principal, and has issued catalogues himself) that this expense might be reduced by reducing the matter of the catalogue. How many parents read carefully or at all the "course of study," the "tabular view

of recitations," the "list of pupils," and the "honor roll"? These do not attract patrons, except a few in the school's own town. As Mr. Chas. Austin Bates has suggested in a former issue of this journal, the things that a parent wants to know are something about the location and life of the school, who have patronized it in the past, and how the boys are handled. All this information can be tersely put into a pamphlet small enough to admit the expense of having it perfectly printed. The impression on the parent will be tenfold more effective than that of a bulky catalogue poorly printed and containing much information about which he cares nothing.

Perfection of appearance will influence out-of-town parents far more than a dozen courses of study, and the printing of such a circular should be done by the best printer that can be found. If it is deemed advisable, the schedule of studies, names of pupils, etc., can be gotten up as a separate pamphlet, neatly, but inexpensively, and distributed in the locality of the school. It may also be enclosed with the main booklet, to such persons as it is likely to interest.

One of the most effective school circulars issued this year is that of the Horace Mann school, N. Y. It is a sensible departure from the average catalogue, in both matter and manner. It is a small pamphlet of only six-

HORACE  
MANN  
SCHOOL

*Teachers College*

COURSES SUBJECTS

COLLEGE PREPARA- TORY AND GENERAL COURSES	LITERATURE MANUAL TRAINING HISTORY NATURAL SCIENCES
HIGH SCHOOL	ART LANGUAGES PHYSICAL TRAINING
ELEMEN- TARY SCHOOL	MUSIC
KINDER- GARTEN	

MORNINGSIDE HEIGHTS  
NEW YORK CITY

teen pages, printed in red and black. The matter is well written, and is quite sufficient to inform parents on all points in which they are interested. Small illustrations are scattered through the pages, in a manner to entice the eye through the book. These pictures are not reproductions of photographs; they are pen sketches

made by an artist, and as will be seen by the page here shown, are intended to be suggestive rather than accurate, except in the case of the drawing of the school

#### HORACE MANN SCHOOL

Kinder-  
garten



The school-life of most children should begin at the age of four, or even earlier, in the kindergarten, where for three hours daily, under the guidance of trained kindergartners, they may associate with other children, and, through song, story, play, and like activities, may come in contact with life and lay the foundation for future studies. These opportunities are afforded the children in the kindergarten of the Horace Mann School. Children who have passed through this kindergarten are given the preference in the matter of admission to the primary grades.

Elementary  
School

During the seven or eight years following, usually from the sixth to the fourteenth year, children of requisite attainments may be placed in the elementary school, and there receive the elements of a liberal education. In these years they learn to use their mother tongue, to read and to love good reading; they study the beginnings of the world's history, and become intelligently



building. This is an excellent idea, in that the illustrations were specially prepared to accord with the style of the pamphlet.

Illustrations, if well chosen, and prepared by an experienced hand for printing, add greatly to the effectiveness of a school circular. Interesting views can be obtained of nearly any school, but they should be chosen with careful attention to the way they are wanted to appear in the booklet, and the photographs should be the best obtainable. One remarkably good picture is worth a dozen reproductions of amateur photographs, and the Horace Mann school has shown excellent judgment in trusting the question of illustrations to an artist. The whole booklet is in such good taste that it would have delighted Horace Mann himself, for he held that, "Every school boy and school girl who has arrived at the age of reflection ought to know something about the history of the art of printing."

It is, of course, impossible in a brief article, to do more than suggest in a general way how school catalogues may be printed most effectively. Each individual case must be considered by itself, and the truest economy for the schoolmaster, when he wishes to issue his catalogue, is to place it in the hands of a first-class printer and get the benefit of expert advice from the very start. Such a printer will have an establishment large enough, and experience wide enough to give the schoolmaster just what is wanted, and he will also have an artist at hand to supervise the question of illustrations.

*Editorial Department, The Winthrop Press N. Y.*

#### Advertising a Private School.

By Manly M. Gillam, New York.

The object of an advertisement is to call attention to some particular thing or things. It is usually prepared with a view to inducing some portion of the public to invest money. Manifestly, then, the advertisement should reach those who are likely to be interested, and reach them in such a way as to interest them. I take it that the whole mystery of advertising is wrapped up in those few words. The art of it, the detail of it are the difficult parts. There is where the seeds of failure are sown. What shall the matter be? What shall the medium be? If in a periodical, what shall the space and position be, and how often used?

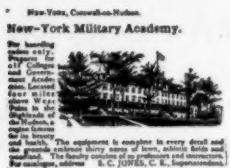
No one can say, with absolute certainty, what is best of best either in method, matter, or medium. No one can be sure that some money is not wasted, even in a successful advertisement. No one can say with truth that any one of a dozen men will live the year out, but by careful study, by keeping elaborate records for a long time, the death rate of men grouped by thousands has been so accurately estimated that the expectation of life for the individual becomes a basis for safe business.

In something the same way, but with nothing approaching the exactness of life tables, the careful, intelligent, experienced advertiser can say, with reasonable certainty, what results will follow an advertisement. The more extended his experience, the better he can say it. Those who are continually putting out work for a special article come in time to feel the supremest confidence in procuring the desired effect. So with advertising for a great department store. The buying public within its reach are curious at first. If they find the advertising truthful, and the store methods honest and attractive, they become interested, then confident. When a store has a great following that believe in it the advertising problem for that store has been made comparatively easy. It isn't the nice writing that brings the crowd. The most felicitous wording of itself would not draw throngs of buyers. But if the thought of interest can be held up temptingly, and if it is then backed by confidence in the store, the advertiser's best work has been done.

In any business there are three great periods—that is if the business runs its normal course—making reputation, maintaining reputation, losing reputation. Growth, maturity, decay. Strictly speaking, there are but two periods: improvement, deterioration; up hill, down hill; for, as a matter of fact, there is no standstill in nature or human nature. Ourselves and our business are either getting better or getting worse all the



Wolfe Hall, Denver, Colorado. Miss Anna L. Wolcott, Principal.



This is an individual school—that is to say, we make no distinction; not the class, the basis of work; a bright student is not held back, and the slower boy is encouraged. We teach the student first to act, and then to tell what he is going on around him in nature and in practice. We give him a good general education, leading to Teachers' Schools and Universities and a liberal practical training to those not intending to enter college. We make the preparation of lessons, the learning "How to study," and the mastery of the subject in hand, of first importance—removals of secondary importance.

The Academy was rebuilt last summer on a plan, the result of a careful study of the latest appointments of the best schools, and years of experience in understanding the wants of student life. Send for illustrated catalog, or better call on me at the school (one hour from New-York).

WILLIAM J. BETTS, M. A. (Yale), Principal.

#### Attractive Cards.

View of Grounds, Maynard School, Duluth, Minn.

time, no matter what the seeming may be. It is possible for the growth and improvement period to last indefinitely. Theoretically, it is very easy for this period to continue. Surely, it ought to be easier to go from good to better, than to go from fair to good. In a school, particularly, the widening influence of pleased parents, and the enthusiasm of pupils and graduates ought to insure a thrifty growth. They do in some cases. Where they fail, it is safe to say there is something wrong with the school.

But such a growth is necessarily slow at first; too slow to satisfy ambition, too slow for profit. This is advertising of one of the very best sorts, but it must be supplemented, in the earlier years, at least, with other and quicker methods. And this brings us face to face with the private school proposition.

The promoter of any school begins with an advan-

tage over most advertisers—he need not spend a cent or a thought in demonstrating the necessity for an education. At the very outset, he knows that there is a demand for his wares, or at least for such wares. His task is simply to convince those who have children to educate, that what he offers is what they should accept. It is a vastly different thing, from an advertising point of view, to create a demand or influence a choice. If a person's mind is made up to take a trip, it is comparatively easy to induce him to go by a special route, if it can be shown that that route offers advantages, and if there is no predisposition in favor of another line.

I consider school advertising as about the easiest of all advertising to do well. The private school is supposed to offer advantages that the public school cannot show. I can understand how almost any parent would prefer to have his boy educated in the company of other



The Maynard School, Duluth, Minn.—Miss Laura L. Jones, Principal.

boys whose home surroundings are lifting. Every teacher knows how demoralizing the effect of a few bad boys is in a school. Even one mean, low boy will leave a streak of contamination wherever he goes. In the public schools, from the very nature of the case, it is impossible to pick and choose. The boy with beastly instincts has as much right there as the most clean-minded youth of them all. It is within the province and the powers of the teacher to punish any manifesta-

#### The Siglar School.

THIRTY BOYS.  
"What shall we do with the boy?" You are going to make a man of him. The way to make a man of him is: not to pretend that he is a man before his time, but to put him in training, get control of his inclinations, develop the boy, and let the boy develop the man. "What shall we do with the boy?" My pamphlet may help you. Shall I send it?

HENRY W. SIGLAR, Newburgh-on-Hudson, N. Y.



#### An Ad That Pays

tion of wickedness or of debased inclinations. But this is just the sort of an infection that is not apt to be manifest. It is insidious. Then, too, it is a sad fact that many of the teachers in the public schools feel over-worked, and underpaid, and uncertain of the tenure by which they hold place. They go through the duties of the day perfunctorily. Character-forming has no place in the curriculum they represent. The public school boy simply grows. Many of them grow grandly. There is something to be said on the side of the gain that comes to a character formed in the open. If it comes through all right, it will be a sturdy character; as fine in fiber, as forceful, and as well fitted for any struggle in the world as the best the private school will turn out.

But where the public school *may*, the private school *must*. While it is a small percentage of the public school children who get adequate training and impulse outside of the mere text-books, it must be a very small percentage of the private school children who fail to get that training and impulse. The interest of the principal, his selfish interest, is involved to this end;

#### The Misses Shipley's School for Girls Preparatory to Bryn Mawr College.

**AIM.** The special design of the school is to prepare girls for Bryn Mawr College. Pupils not intending to enter College will receive advanced academic instruction, fitting them for an intellectual and social life.

**THE FACULTY.** Thoroughly qualified tutors, experienced in university methods, constitute the faculty. Many of these instructors have been directly associated with Bryn Mawr College, and almost all have pursued their work at foreign universities.

**INSTRUCTION.** All subjects required for college entrance examinations are under the charge of specialists. In Greek and Latin there is thorough grammatical training, and the standard in sight translation is that now seen by our best colleges for the secondary schools. Careful attention is given to the study of French and German. An earnest effort is made to cultivate a taste for the English classics, and a habit of reading good literature.

**THOROUGHNESS.** The possibility of gaining from instruction the greatest benefit must depend upon the clearness with which foundations have been laid. Towards clearness and thoroughness the methods are directed. To this end a system of weekly written reviews has been adopted.

**MENTAL ANALYSIS.** The work of the pupil is planned with a view to the best economy of her effort, and there is an intimate oversight of her individual development as it may relate to her future study.

**LOCATION.** Bryn Mawr is ten miles west of Philadelphia. The school is opposite the southwest entrance to the College. The grounds are well shaded, and the lawn gives ample space for tennis and basket-ball. The roads in the neighborhood are excellent for bicycling.

Address for circulars, THE MISSES SHIPLEY,  
Bryn Mawr, Pa.

Boarding and Day Departments.—Registers October 2d.

#### The Information That Is Wanted.

the interest of every faithful teacher is involved. The success of the school turns on the excellence of its work. The boy must not only be taught mathematics

and the sciences, but he must be taught to be a man. In no way can this be well done, except by association and example. The school years are the formative years. The boys he meets, the teachers he meets are all helping to shape his mind, to develop his manhood. They can dwarf it, they can make it pimply and lopsided, or they can expand it toward giant possibilities. His school days can help to give him a healthy body, as well as a healthy mind, and a brain equipped for any need.

The reason for a private school is that there may be a more careful school, a more considerate school; that the boy with proper impulses may be taken into the companionship of other boys with proper impulses; that they may be trained in an atmosphere of cleanliness and inspiration; that they may be helped to grow in mind, and morals, and muscles, and healthy inclina-

College	Boarding and Day.
New York City, 80, 82, and 84 East 57th Street.	
<b>MISS FEEBLE'S</b> <b>MISS THOMPSON'S</b>	
Boarding and Day School for Girls.	
New York City, 100 West 47th Street.	
<b>Mrs. D. H. GURDIA</b>	
Boarding and School for Young Ladies, Private Instruction, Music, Languages, Art.	
New York City, 85 West 47th Street.	
<b>MISS GIBBON'S SCHOOL FOR GIRLS</b>	
—Miss MARIE H. HARRIS, Director. A new board-and-pupil school opens October 1.	
New York City, 50 East 54th Street.	
<b>THE MISSES GRINNELL'S</b>	
DAY SCHOOL FOR GIRLS. Kindergarten October 14.	
New York, Parkville.	
<b>THE PEERLESS MILITARY ACADEMY.</b>	
—Misses for Elementary Catalogue.	
ED. LOUIS H. ORLAMAN, Pres.	
New York, Long Island, Roslyn.	
<b>ROSLYN CLASSICAL SCHOOL.</b> —Unusual success with students for Yale or elsewhere.	
New York, Saratoga Springs.	
<b>TEMPLE GROVE SEMINARY.</b>	
Cooper Union College and University Seminary, General Department, Mrs. Wm. W. WOOD, Pres.	
CHARLES F. DOWD, Pres., President.	
—See page 10.	
P.D.S.	
PENNSYLVANIA, Philadelphia, 1800 Pine Street.	
<b>MISS ANABIE'S Boarding and Day School</b> for Young Ladies. Open Sept. 1.	
PENNSYLVANIA, Philadelphia, 2045 Adams St.	
<b>WEST WALNUT STREET SEMINARY</b> for Young Ladies. 1893 year. Is provided with a complete educational course in Music, Art, and Penmanship Department. Mrs. H. HARRIS, Pres.	
PENNSYLVANIA, Philadelphia, Chestnut Hill.	
<b>MRS. COMEGYS AND MISS BELLE'S</b>	
BOARDING AND DAY SCHOOL FOR YOUNG LADIES.	
Will reopen October 1. Students prepared for College.	
PENNSYLVANIA, Philadelphia, 4310 and 4312 W. 16th St.	
<b>A THOROUGH FRENCH AND ENGLISH</b>	
SCHOOL FOR GIRLS. Girls prepared to be spoken in two years. \$1000 a year. Miss M. C. CHAMBERS, Pres.	
PENNSYLVANIA, South Bethlehem.	
<b>BISHOP THORPE</b> —A Church Boarding and Day School for Girls. Preparations for College go on here. Address, Mrs. E. C. THORPE, Pres. Wednesday Sept. 2d, 1897. For circular address Mrs. ALICE A. GARRETT, Bathsheba of London, Pres.	
PENNSYLVANIA, Williamsport.	
<b>WILLIAMS &amp; DICKINSON SEMINARY</b>	
—See page 10.	

#### The "Conservative" Type.

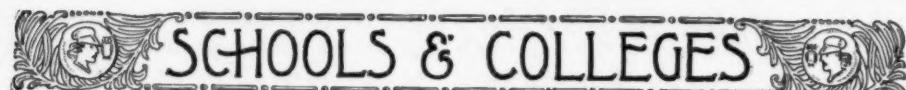
tions at the same time. That is the ideal private school.

When such a school exists, let the fact be known, and there will be no lack of pupils. There are in the United States to-day, I doubt not, more than a million mothers and a million fathers who would be glad to know of such schools. I am sure that ten thousand such schools could be crowded with scholars.

To advertise such an institution I think a plain statement of the facts the best possible thing. I have never known a private school of any pretensions that did not have some features of peculiar excellence. Let them be set forth. Give the course of study; in its details it will interest the boy more than the parents, but it ought to be included. The health features, the home features are elements of great strength. Do not skip them. Mothers, in particular, will be influenced by whatever



Mt. Holyoke College, The Original Building, 1836.



# SCHOOLS & COLLEGES

*Academical and Preparatory,  
BOYS.*

*Academical and Preparatory,  
BOYS.*



BOAT-HOUSE AND CREW.

## Cascadilla School,

ITHACA, NEW YORK.

Carefully and accurately prepares for all colleges and scientific schools. The leading fitting school for Cornell. Methods approved by the leading authorities on education. Buildings designed to meet every school requirement. Boat House (117 x 60); used also as general athletic club house.

"I believe the Cascadilla School to be one of the best preparatory schools in the country."

J. G. SCHURMAN, Pres't of Cornell University.

Address C. V. PARSELL, A.M., Principal.

## CALIFORNIA, Palo Alto.

**Manzanita Hall, School for Boys.**

Leading fitting school for Stanford University. Thorough preparation for the best eastern colleges. Classes small. Instruction by trained specialists. Perfect climate.

ADDRESS FRANK CRAMER, M.A., Principal.

## CONNECTICUT, Bridgeport.

**Park Avenue Institute.**

Exceptional advantages for a limited number of boys. New catalogue will tell you what they are. Send for one. \$450.

SETH B. JONES, A.M., Principal.

**The Curtis School,  
Brookfield Center, Connecticut.**

Experience, a fixed purpose, love for the boys and the work, a firm, kind discipline and a recognition of the aids and limitations of heredity, have developed here, under peculiarly favorable conditions, a unique school. An earnest book will tell mothers and fathers its ideals, aims and methods.

\$500. 2nd year. 20 boys; no more than one over 13 years old. Homelike single rooms.

FREDERICK S. CURTIS, Principal.

**The Housatonic Valley Institute.**

Boys entering this Home School have the advantages of healthful location, fine fishing and outdoor sports, combined with careful and constant supervision, in school and out, and thorough preparation for College or Technology. Special course in Mechanical Drawing.

Pres. T. C. Mendenhall, Ph.D., LL.D., Worcester Polytechnic Institute, recommends it. For catalogue address H. B. MACARLAND, S.B., Prin., Cornwall (Litchfield County), Connecticut.

## CONNECTICUT, Fairfield.

**Fairfield Academy. A Home for Boys.**

\$450. Your boy needs sympathy in his work and troubles. Did he get it last year?

FRANCIS H. BREWER, A.M., Prin.

**Greenwich Academy and  
Home School for Ten Boys,**

Greenwich, Connecticut.

The few boys admitted carefully selected. No undesirable pupil allowed to remain. Genuine home. Special attention to development of literary taste. Individual instruction when needed. Three complete courses. Location exceptionally healthful and attractive. 72d year of Academy and 18th of Home.

J. H. ROOT, Principal.

For mutual advantage when you write to an advertiser please mention this magazine.

12

A Page of Advertisements from "The Review of Reviews."

promises to increase the personal comfort of their boys.

If I were advertising or writing a prospectus for a school of this kind I would saturate myself with its position and possibilities from the health, help, and home points of view. Then I would ask myself, "Why should I send my boy to this school?" The reasons I should present clearly but tersely. I would mean to make such a presentation that the mother or father

reading it would feel that a boy sent there would grow in interest, intellect, and integrity; that he would come out with body developed, as well as brain; that he would not be made fat in some respects, and lean in others, but that he would be harmoniously rounded, loving the right, despising meanness, ready to champion the weak, courteous to women, and to his elders, and prepared to go to college or into the world and win victories.

I have said "boy," but I mean girl, as well. Even more than the boys do they need the education that brings healthy blood and a light step along with literature and the languages.

M. M. Gillam.

## Wise Economy.

### Two Interviews.

"In what direction will it benefit me most to expend money? Am I not expending too much in ways that are neither advantageous to me nor to my school? How can I successfully economize so that such economy will tell?"

These are questions which, no doubt, proprietors and managers of the various "private" schools throughout the country are asking themselves many times a day. Especially must such be the case at this time of the year, for within the month schools, large and small, will throw open their doors for the commencement of the autumn term. And as these proprietors and managers glance backward, they must realize in some cases that more profit might have resulted, had certain matters been managed differently. But which matters? Ah! it is a question that requires much careful thought, much time, much trouble. For upon it may hang the financial success or failure of the coming school year; upon it may depend whether at the end of the year you find yourself on the right or the wrong side of the balance-sheet.

After all, money is the main thing; in all probability no one is managing a school simply for the enjoyment to be found in such management.

So it behooves the proprietor, managers, even the instructors to concentrate their minds upon the all-important questions which we asked in the introductory paragraph of this article. If they do so, they will find that many other questions will naturally suggest themselves.

"Why is it that Madame X's institution cleared such a handsome profit last season, while mine, which has an equal reputation and number of pupils, failed to realize expenses?" Another question of importance.

Is not the answer: "Because I expended money and time when I should have been economical, and was, as I thought, economical when I could have made expenditure?"

However, it is not the purpose of the writer to decide these questions himself. The opinions of those much more expert than he have been obtained; not without considerable trouble, it is true, but obtained, nevertheless.

"The questions you have asked me should not be answered offhand," said the representative of the proprietor of one of the city's most prominent schools, situated on Riverside drive. "They grasp the private school question at its very roots. The one great thing in the management of a private school, be it large or small, is system. Too often, I think, managers of institutions of this sort are careless. Learned they are, of course, but they pay too much attention to their learning, and evidently to their teaching; and, consequently, the school suffers. Indirectly, the pupils do

also, for eventually the lack of system begins to tell upon every department, and in most cases the end of it all is the collapse of the school. Personally, I have known of several of such cases.

"I think this lack of system is the direct result of poor economy, of placing or expending money in the wrong direction. Do you understand me? No? Well, I mean that if the schools which suffered because of the lack of system had not relied upon the instructors to manage the business end, and had engaged a business man or woman to do so, they might have prospered. Instead, money was spent in other directions. In other words, the proprietors neglected to ask themselves the questions you have just put to me: Am I not expending too much money in ways that are neither advantageous to me nor to my school?

"Let me repeat that, usually, men and women who have so schooled themselves, so developed their talents that they are capable of teaching others, are not those who at the same time are capable of taking care of the financial part of the school in which they are employed: They know little about money, or the manner in which it should be used, and they are imposed upon.

"So it is very often with the proprietors of the schools. In most cases they have been teachers, and are not in any way world-wise. If they had only realized this more fully, had expended money in engaging a practical business man to look after their business interests they would have succeeded where they failed.

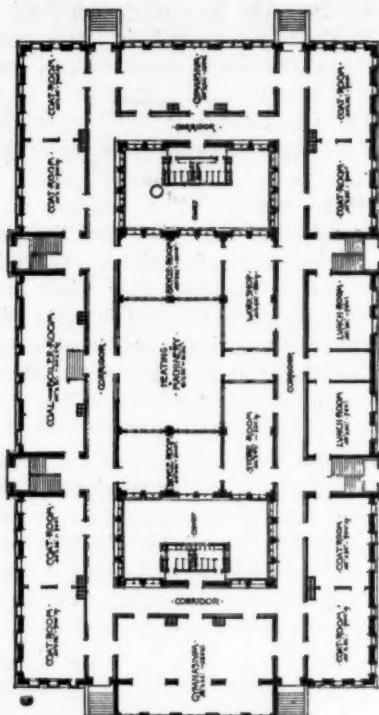
"Of course I am talking now of the larger institutions; but the same applies, to an extent, to the smaller ones as well.

"Economize, I say to school proprietors; economize in every possible way that you can, but economize wisely. Surely, it is one poor economy that eventually forces you to close your doors. Think carefully over the expenditure of money, but when you have made up your mind that the proposed expenditure is advisable, do not hesitate longer."

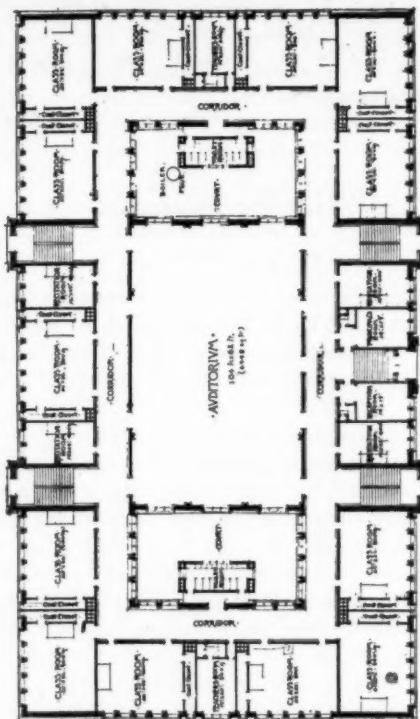
"System, thought, practical, sensible economy; on these three things hangs the success or the failure of every educational institution.

"I fully agree with Madame \_\_\_\_\_, that system plays an important part in the success of a private school," said the proprietor of a similar institution, situated on Eighty-sixth street, "but there are also, in my opinion, many other matters of equal importance to be considered and considered carefully."

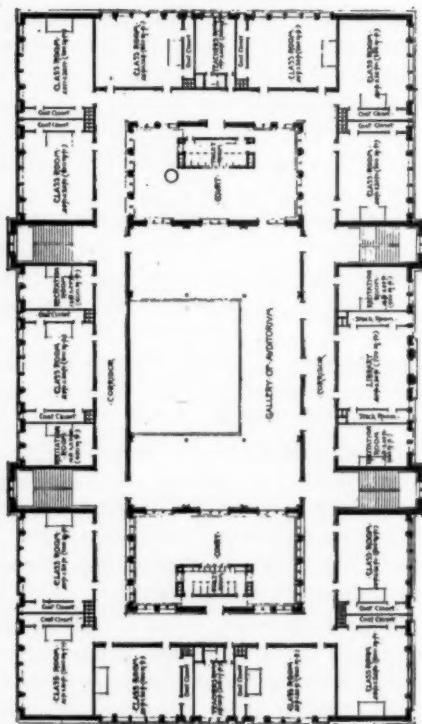
"One of these is the engagement of instructors. This applies especially to schools for young women. I think my co-workers will agree with me when I make the statement, that in many cases two, or even three teachers are engaged when one would suffice; for example, negotiations are made with an instructor in Latin, another in French, perhaps another in English. Each of these instructors is in financial difficulties, although capable in every way. The proprietor of the school says to himself (or herself): "A splendid opportunity to obtain the services of three such excellent teachers," and forthwith engages them. In all their salaries may amount to \$2,000 per annum. Now, would it not have been advisable for that proprietor to engage one teacher who was proficient in those three lan-



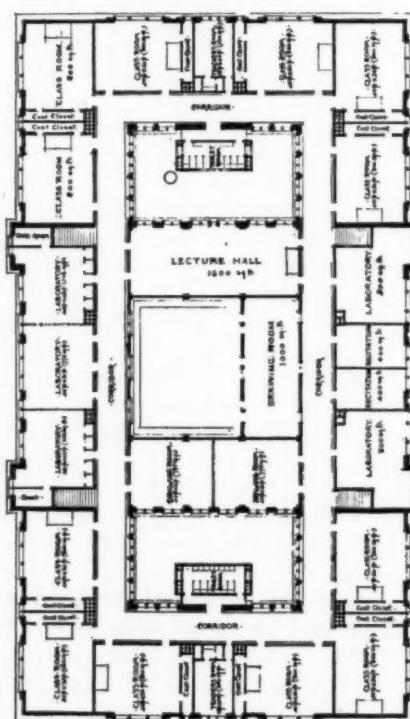
First Floor Plan.



Second Floor Plan.



Third Floor Plan.



Fourth Floor Plan.

## Floor Plans of the Proposed New High School at Newark, N. J.

By courtesy of "The Sunday Call."

guages, and who would have done the work of the three instructors, and done fully as well, for eight or nine hundred dollars? I think it would. Such would have been economy in the right direction.

"Of course there are many other ways of looking at this matter; one could discuss it almost forever. But I firmly believe that if every penny is expended with

care, if great attention is paid personally to the pupils so that they get to look upon the school as a thing of pleasure; if the school itself is conducted on business-like principles—just as the great down-town places of business are conducted—there will be fewer failures and more money in the owning and managing of private institutions of learning."

## School Savings Banks.

Whatcom, Washington.—At the state convention of school boards held here, Mrs. Dr. E. J. Fifield, vice-president of the Tacoma school board, read a paper on "School Savings banks." In speaking of the obligations of the school board to the pupil, she said:

"The child is to be trained not only in studious and scholarly habits, but for future citizenship, and must be given a foundation on which to build a strong, upright, practical character, and with the book learning, ought to go knowledge wherewith the pupil may learn to solve the problem of daily existence."

One of the best plans whereby children can be taught thrift, economy, and value of money is the adoption of the school savings bank. Dr. Fifield briefly outlined the system and the method of conducting it. The parents should be informed through the newspapers, by circular letter, or otherwise, that deposits of money, from one penny upward, will be received by the teachers, and placed to the credit of the child depositing it, in a savings bank designated by the board for that purpose. Savings banks are usually glad to receive these deposits.

When the arrangements are all made, the plan is explained to the children, and a day of the week designated when deposits will be received. On that day, as the teacher calls the roll, each child who wishes to make a deposit says 5 cents or 1 cent, or whatever the amount may be. The teacher marks the amount on a school savings bank card, opposite the proper date, fills out the card in the child's name, places the sum on the roll-book to his credit, and gives him the card.

When the teacher has received all the deposits, she places the money in an envelope, marked with the amount, and gives it to the principal, who acts as temporary treasurer. As soon as a pupil has deposited \$1.00, he is given a bank book, thus becoming, through the school, a regular patron of the savings bank. Pupils are allowed to take their bank books home for a day or two each month, and in many instances this has proved an object lesson in thrift to a whole family. Another result of the system, is that children are stimulated to earn money by their own industry and self-denial. Instead of spending their money in candy and cigarettes it is planted in the bank, as seeds of future good fortune and good habits.

The school savings bank system was imported from Europe in 1885, by Mr. J. H. Thiry, of Long Island City. It is now in operation in eleven states, including Pennsylvania, New York, Nebraska, Vermont, Maine, Indiana, California, Ohio, North Dakota, Massachusetts, and New Jersey. About 28,000 pupils are depositors, having \$140,000 to their credit.

Dr. Fifield gave the following reports from cities which have adopted the system since 1890:

Rutland, Vt., established in 1886; number of pupils, 1,300; number of depositors, 834; collected, \$4,360.

Lincoln, Neb., established in 1887; number of pupils enrolled, 5,215; number of depositors, 1,500; collected, \$20,867.

Williamsport, Pa., established 1890; number of pupils enrolled, 4,578; depositors, 2,500; collected, \$12,500.

Omaha, Neb., established in 1890; number pupils enrolled, 14,000; depositors, 4,547; collected, \$12,620.

West Grove, Pa., established in 1890; number pupils enrolled, 160; number depositors, 50; collected, \$300.

Supt. J. K. Gotuals, of Norristown, Pa., who has 1,300 depositors, with \$39,000 to their credit, reports an increased interest in the system. In many cases, children have helped their parents by paying the rent when the father was out of work.

Supt. Charles Boyer, of Atlantic City, not only finds the plan beneficial to the pupils but useful to the teachers, as well, making them more accurate, and giving them an acquaintance with business methods.

The Security and Safe Deposit Company, of Camden, N. J., has on deposit nearly \$13,000 collected from the schools of that city and other places in southern New Jersey. This is regarded as a trust fund, and securities have been set aside for it, so that whatever may happen, the pupils' savings will be safe.

The objection that the system makes children miserly and parsimonious has not been proven. The children of Long Island City sent over \$450 from their savings to the sufferers from the Johnstown flood, and other cases where help was voluntarily offered, might be cited.

Dr. Fifield said, in closing:

"The prime object of the school savings bank system is not so much the accumulation of money, as the inculcation of the principles of thrift, honesty, and self-responsibility; the up-building, through the schools, of prosperity, and stability for home and state."

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement in school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th Street, New York City.

### Manual Training Equipment.

The Saginaw (Mich.) "Courier Herald" for August 21 contains a very practical article on manual training and means of introducing and teaching it in schools of small cities and towns.

The writer says that the first essential in introducing manual training is the desire of the community that such instruction be given. The next necessity is the selection of a competent instructor who possesses the qualifications of a teacher and a mechanic. He is not, necessarily, a graduate of a polytechnic school, though a course in such a school would aid him greatly in his future work. There are many men now teaching in rural districts, who, beside a moderate degree of teaching ability, are moderately skilful in the use of tools, devoting a little time and attention to the observation of the workings of one or two leading manual training schools of large cities, such persons would be enabled to begin the work. It is very rarely the case that a mechanic without experience as a teacher will succeed in this line of educational work.

Again, a competent teacher is necessary, because upon him will devolve almost the whole burden of the organization of his school. Money must be expended judiciously; a course of study arranged; classes organized and instructed, etc., and all done without much assistance from others.

The cost of the tools is apparently a very formidable obstacle to overcome. One is likely to think of the practical carpenter with his well-filled tool-chest, costing from \$75 to \$250, ready for any kind of job offered him. Such an equipment is not necessary, for the reason that a comprehensive course of study can be pursued with a few typical tools.

The following is a list of tools, suitable for the introduction of bench work in wood. Each bench should be supplied with such a kit, which may be used by the classes successfully: 1 24-inch rip-saw, 1 14-in back saw, 1 mallet, 1 6-inch try-square, 1 T bevel, 1 oil stove, 1 bench brush, 1 foreplane, 1 paring chisel, 1 1-2-inch, 1 20-inch cross-cut saw, 1 No. 2 claw-hammer, 1 small steel square, 1 marking gauge, 1 oil can, 1 pair compasses, 1 jack plane, 2 firmer chisels,  $\frac{1}{2}$  inch and 1 inch, 1 gauge,  $\frac{1}{2}$  inch. A few special tools for special use are also necessary: One hatchet, two nail sets, one steel square, No. 100, one joiner plane, one brace, with a full set of bits and countersink. The special tools are not duplicated. All tools should be of the best quality.

Another essential is a suitable room, well lighted, well ventilated, equipped with the requisite number of work benches and wood working tools, and a stock of lumber for the exercises. In order to economize space, the benches should be double and should have drawers or closets connected beneath the top for the accommodation of the pupils' overalls, towel, unfinished wood and other property. A rack placed in the middle of each bench will accommodate the tools. A plain carpenter's bench, costing \$3 or \$4, will answer the purpose if very strict economy is necessary.

Lumber for the exercises should be of the very best quality. The use of inferior tools or lumber carries with it elements of discouragement and of failure, which will at least embarrass the efforts of both pupil and teacher, if not quite discourage them. It would be like attempting to teach a child to write on brown wrapping paper with a pen of an inferior quality. The arrangement of a course of study depends largely upon the community in which the school is located. If the community is intensely practical, demands will be heard that the pupil shall make some article of value, useful in the home, in the office, the school-room, or elsewhere. If the sentiment of the community magnifies the importance of the educational benefits of manual training, the tendency will be to demand that the pupil be held upon such exercises as will give him

a comprehensive view of the typical form of construction. Avoiding either of these extremes, the judicious will choose the happy medium so arranging the work as to give pupils an opportunity to apply practically the knowledge acquired.

After an exercise in cutting several narrow strips from the edge of a board with a rip-saw, the pupil should be allowed to plane the strips smooth, cut them into proper lengths, nail them together as a lattice is constructed, and make a corner bracket, or a wall-pocket. A boy exercises greater care, is more earnest and attentive, applies himself more closely, and does better thinking when thus engaged than he does while restricted to the making of joints, simply for the sake of the educational benefit involved in the exercise. The course which allows the expression of original thought, and which develops the individuality of the pupil, is certainly the best one to adopt, notwithstanding the earnest efforts of some of the present leaders of manual training to circumscribe it with imaginary boundary lines.

Drawing with mathematical instruments is an essential part of the manual training course. It is a mode of expressing thought and frequently of expressing what language fails to express. The drawing exercises for a manual training course should be arranged just as the exercises for bench work are arranged: First, such exercises as shall give the pupil the knowledge of his drawing instruments, how to use them, and how to care for them. Next, he should make the working drawings of the exercises in wood, showing plan and elevation, with isometric projection of some one of the joints. If no instruction is given in free-hand drawing in the other departments of the school, the pupil should make free-hand sketches of objects in the shop-room—a trestle, a hatchet, a mallet, etc.

Three hours per week devoted to manual training is highly educative, as well as practical. A boy will acquire considerable skill and a fund of useful information, even when the three hours' session is divided into time for instruction, time for practice with tools, and time for drawing. A teacher can handle a class of fifteen or twenty very conveniently. They give the privilege of receiving instruction to 150 or 250 pupils.

#### Relief Map of the United States.

In these days of improved methods of geography teaching the use of relief maps for giving clear conceptions of topographic forms is being generally recognized. Such maps, to be of value, must fulfil three conditions; they should be made in accordance with the best and latest information; they should clearly and correctly express the topographical features, and they should be rigid and durable. Among the relief maps



Relief Map of the United States (No. 2).

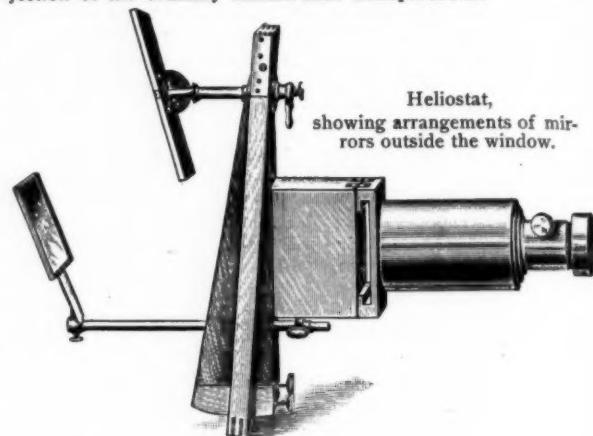
fulfilling these conditions is the map of the United States (No. 2), which is modeled on a section globe  $5\frac{1}{2}$  feet in diameter, making the scale of the map 120 miles to an inch; the vertical exaggeration being 10 to 1. An important feature of this map is its correct curvature, another the modeling the oceans, the Gulf of Mexico, and the Great Lakes. This gives an opportunity to contrast their depths with the height of the mountains.

The lightness and beauty of finish make the map an ornament to the school-room or library.

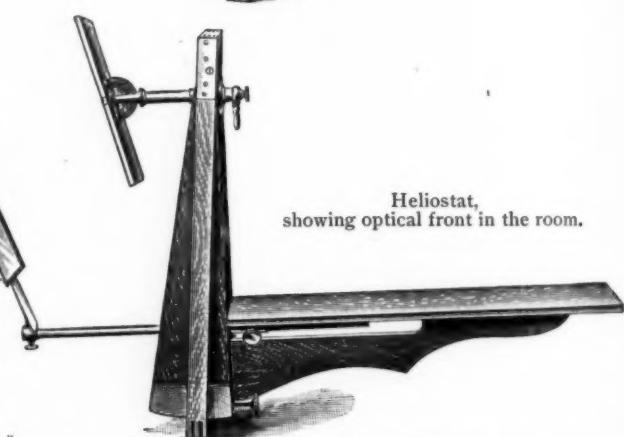
This is only one of many relief maps manufactured by Edwin E. Howell, 612 17th street, Washington, D. C.

#### The Heliostat.

This is a comparatively simple apparatus for utilizing the sun's rays as an illuminant for the projection lantern. The cuts show the arrangement of the mirrors outside the window, and the optical front in the room. The heliostat may be used with any of the scientific attachments, such as the microscope, polariscope, spectroscope, etc., although the optical front shown in the illustration is only the plainest form for the projection of the ordinary lantern-slide transparencies.



Heliostat,  
showing arrangements of mirrors outside the window.



Heliostat,  
showing optical front in the room.

This apparatus will prove a boon in those schools so situated as to be able to take advantage of the sunlight for illuminating transparent pictures and projecting them on the screen. One advantage connected with their use is the almost perfect ease with which they may be put in place or removed, in case they are not allowed to stand permanently. Sunlight being infinitely stronger than artificial light, it goes without saying, that the effects on the screen will be better illuminated than by any other light.

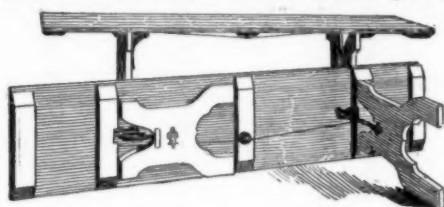
The manufacturers are J. B. Colt & Company, 115 and 117 Nassau street, New York.



An attractive Book Exhibit, at the N. E. A., Milwaukee.

**A Kindergarten Table.**

One of the must-haves of a kindergarten is a table, and the Milton Bradley Company have one which combine several new and valuable features. Among these are the uniformity and durability of the netted lines and the accuracy of the inch

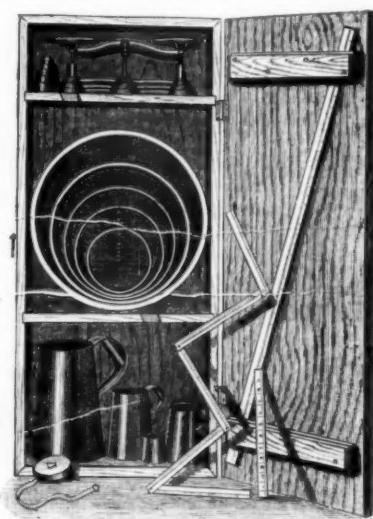


Kindergarten Table.

squares formed by them. The lines are made by cutting deep, narrow channels in the wood, and filling them with enamel, which is even more durable than the wood itself.

**A Cabinet of Weights and Measures.**

A cabinet of weights and measures is needed in every school-room. A complete set of appliances, with a cabinet for hold-



Cabinet of Weights and Measures.

ing them, is shown by the Milton Bradley Company, of

Springfield, Mass. The cabinet, when complete, contains a set of Fairbanks' scales, with weights from one pound down to one-half ounce; a set of standard oak measures, from one to sixteen quarts; a four-piece set of tin liquid measures, including 1 gill, 1 pint, 1 quart, and one gallon; a fifty-foot tape measure, in a durable case; a hardwood yard-stick; a foot-rule graduated to fifths, tenths, twentieths, fortieths, sixths, twenty-fourths, forty-eighths, eighths, sixteenths, thirty-seconds, and sixty-fourths; a folding meter, showing decimeters, centimeters, and millimeters; a sixteen-inch protractor scale, a cubical liter measure, with a balance weight; and a set of metric weights, from 1 kilogram to 10 grams.

**A Standard of Color.**

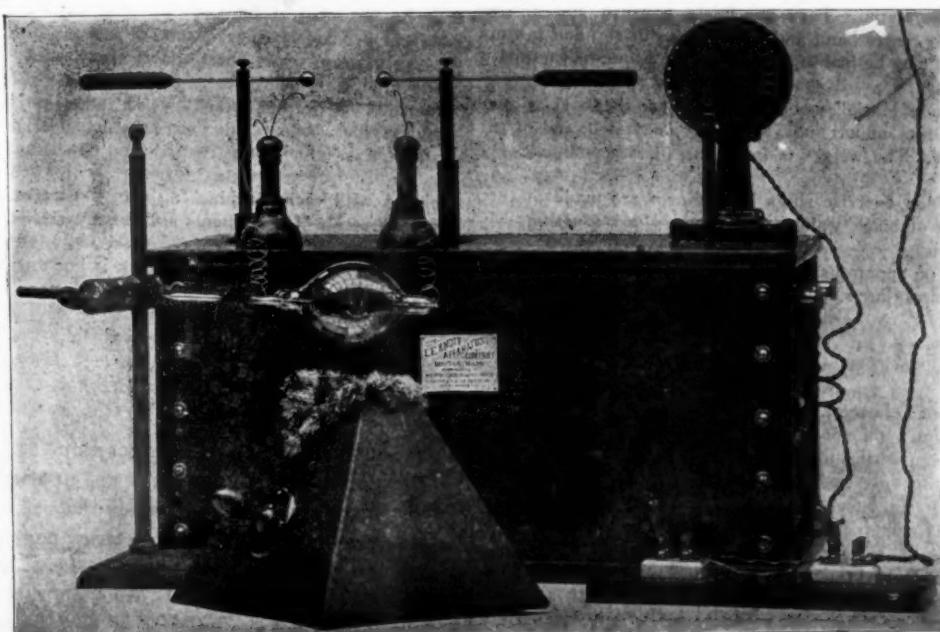
After spending forty years of study on the subject, Mr. Louis Prang has established a uniform standard of colors, based, of course, upon the solar spectrum. The system begins with violet, and after running through indigo, blue, green, yellow, orange, and red, comes back to violet. Taking this color-circle as a basis, Mr. Prang has divided it into 24 equal parts, each one standing as the unit of a certain color. The nomenclature is that of the mariner's compass, having each of the primary colors on a basis. Taking the unit, red, for instance, the next color would be red red-orange, next, red-orange, next, orange-red orange, and next, pure orange. Then follow three grades of yellow-orange, designated in the same way, etc., there being seven colors between each of the three primary colors—red, yellow, and blue—and completing the circle.

The second step in the scheme is taken by adding four lighter and three darker colors to each one of the twenty-four units; that is, by making each unit the base of seven other colors, 192 colors are obtained from the circle of twenty-four unit colors. By doubling these twenty-four units, Mr. Prang has succeeded in obtaining 704 shades or tones of color.

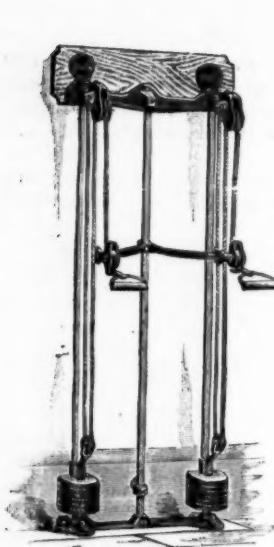
Mr. Prang believes that it will be possible, by means of chromo-lithography, to produce these colors and combinations of colors in uniform shades, so that the last of one thousand cards shall be exactly like the first one.

It is important that these shades be named so that any one may at once be recognized by everybody. Instead of saying red, and meaning any tint or shade, as we do now, under Mr. Prang's system of nomenclature, red means the pure color only. Red L. 4 means a certain color, and cannot be confounded with another red. The tones run thus: red, red L., red L. 2., red L. 3., and red L. 4., the last being the lightest. Correspondingly, the darker shades of red are red D., red D. 2., red D. 3.

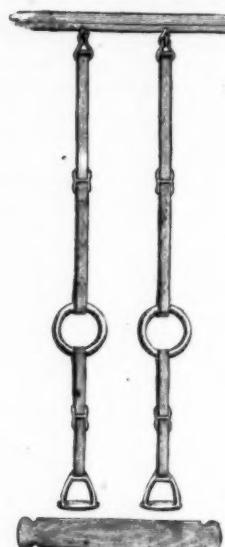
Mr. Prang has had all of these 896 colors or shades printed on cards, each one marked with its own name. This system admits of almost indefinite extension, so that all known shades and tints may be accurately named.



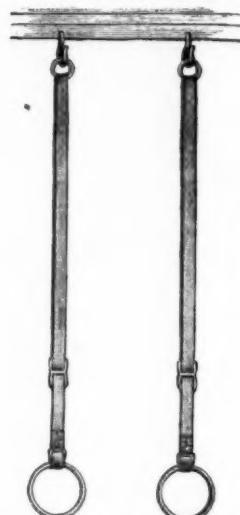
Alternating High Frequency Coil, No. 800. Manufactured by L. E. Knott Apparatus Company, 14 Ashburton Place, Boston, Mass.



No. 5 Chest-weight.



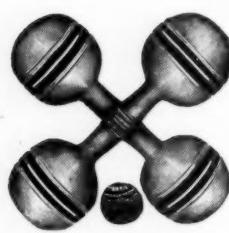
Swinging Rings.



Adjustable Trapeze.



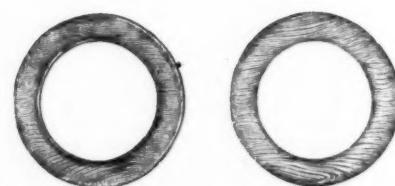
Calisthenic Wand No. 4.



Trade-Mark Dumb-bells.



Trade-Mark Indian Clubs.



Wooden Exercise Rings.

## Gymnastic Apparatus.

The gymnastic apparatus here represented is but a small portion of that manufactured by Spalding & Brothers.

The "Trade Mark" Indian clubs are made perfect in shape, of selected material. They are finely polished and finished with ebonite center band and a gilt stripe at top and bottom. These clubs may be had in any weight from one-half pound to five pounds.

The "Trade Mark" wood dumbbells are made of as good material as the Indian clubs, are neatly decorated, and of perfect balance. The weight is from one-quarter pound to four pounds.

The wooden exercise rings here shown are made of three thicknesses of black walnut and maple glued together, with grain crossing.

The set of apparatus called Spalding's Home gymnasium combines swinging rings, trapeze, stirrups, and swing. It is supported by two strong screwhooks in the ceiling, about eighteen inches apart, and screwed five inches into the joist. It can also be used out of doors, by erecting a framework, such as is used for swings. The straps are of extra strong webbing and adjustable to any desired height. The rings are of the patent bent wood, about six inches in diameter. The apparatus can be put up in any room, and removed in a moment, leaving only two small eyes in the ceiling visible. A space six or eight feet wide is ample for any of the exercises. The various combinations can be quickly and easily made.

An adjustable trapeze and swinging rings are also furnished, complete with bar and everything necessary for suspending. The supports are made of strong webbing, with adjustable buckles, making the apparatus adaptable to any ceiling from sixteen feet down. The rings are eight-inch in diameter, and are made of galvanized iron.

The chestweight illustrated is the Spalding No. 5. It has the center arm adjustment, which permits of all the lower, as well as the direct and upper chest movements. The various changes are made by raising or lowering the center arm, requiring but a few seconds to do it. This center arm adjustment has proven to be the most useful and beneficial adjustment to a pulley weight yet conceived, as it makes this machine susceptible of every motion, upper chest, direct chest, back, and loins, etc., and practically combines in one machine a complete gymnasium. It has been endorsed by the leading physical instructors and highly recommended by the medical profession. The machine is light in construction, and handsomely finished. An ash wall board and all necessary screws for setting up are furnished with each machine; also an illustrated chart showing the full series of movements and the muscles which each exercise brings into play.

The calisthenic wand here shown is known as No. 4, and is 4½ feet long, and one inch in diameter. It is made of straight grain maple, nicely finished.

For further information, address Spalding & Brothers, New York, Chicago, and Philadelphia.

A private school teacher cannot afford to be without an educational weekly. He needs aid and inspiration, and must know what is going on in the educational world. THE SCHOOL JOURNAL has a large number of readers among private school teachers. There are reasons for this. Two dollars and a half could not be better invested than in one year's subscription to THE JOURNAL. Did you notice the enclosed order-blank?

## Maps—How to Make Them.

By Ada Van Stone Harris, Ypsilanti, Mich.



**N** teaching structure and physical features, use relief maps. If they are not owned by the school they may be made. Such maps may be made in putty, sand, salt, or papier-mâche, according to the following directions:

### PAPIER-MÂCHE.

Tear unsized paper (drawing paper which has been used will answer the purpose) into small pieces, the smaller the better. Put into a stone jar and pour boiling water over it. When cool enough to handle, work it with the hands for some time. Drain off the water and pour on more and let it stand, then work thoroughly until it becomes a pulpy mass. It can be kept for any length of time. By molding the pulp into bricks and putting them into a dry place, when required for use it may be moistened with hot water.

Making the map, Materials: Papier-mâche, board or glass, water colors, blue and white paints and brushes. Put papier-mâche on in small quantities, so that it will not flake off. When dry, paint with water colors. Paint the board blue, using oil paint. If glass is used, paint the back or place the glass against blue paper.

### SALT MAPS.

Materials: board, table-salt, flour, blue and white oil paints, one very fine and one coarse brush.

Preparation. Make a mixture having the consistency of thick cream, of flour, salt, and water. Use about one part of flour to four of salt. Put on in small quantities at a time. With handle of small brush make depressions for lakes and rivers. When dry, paint these and the boards a pale blue color.

Have the map boards for salt maps painted black some days previous to their use.

For salt maps the finer the salt the better.

After the salt maps are finished, the board around the salt should be carefully washed.

### PUTTY MAPS.

Putty maps may be made on slates or oil cloth by each pupil. They are convenient because they can be made at seats. Relief maps of the continent modeled in putty will retain their form for years. Mix with common oiled putty a little whiting (pure chalk ground in water and dried) or litharge ( $Pb. O$ ) till it is quite brittle. Then add a very little japan to make it plastic while modeling, and to dry and set it when finished. Use it immediately after adding the japan. The materials for a large relief map  $3 \times 4$  will cost not more than fifty cents.

### CRAYON MAPS.

Materials: Nos. 2 and 3 crayon pencil stub, rubber eraser, and crayon paper. Outline drawn with crayon pencil. Crayon put on with stub or chamois skin, rivers with crayon pencil.

### CHARCOAL MAPS.

Materials: charcoal, chamois skin, stub, and piece of bread. Charcoal paper.

### PASTEL MAPS.

Materials: hard and soft pastels, pastel paper. Draw outline with hard pastel.

### INK MAPS.

Line in countries with different colored inks or by using different designs with same color. The colored crayons can be used with best advantage if a careful selection of colors is made and much white used with them.

### FIXITY.

The following mixture put on with an atomizer will prevent crayon, pastel, etc., from rubbing off. White shellac gum as big as your thumb in one ounce of alcohol.

### SAND.

Fine sand of any kind may be used in the modeling. Fine beach sand is good.

### CARE OF SAND.

Keep it moist by sprinkling over it a little water each day after using. Do not attempt to stir or mix the sand while wet. Let it remain over night, and the water will filter evenly through it, preparing it in the best possible way for use the next day.

If kept in a covered box or drawer, it will require but little water each day. The exact amount must be learned by experiment, as the quantity will vary slightly with the temperature and humidity of the atmosphere. It retains its form best when only moistened, and should never be so wet that it will stick to the hands. Always put the sand in the box, and cover it as soon as possible after using.

General directions: In studying the outline, surface, and drainage of a division of country, use first some good relief maps made by preceding class. If you have none, make a sand map, and have it as correct as possible.

After pupils have quite a clear idea of the outline have them provide themselves with boards,  $12 \times 18$  inches in size. Take one recitation period to draw and correct the outline of the country studied.

After the surface and drainage of the country is thoroughly understood from the study of relief and wall maps, take another recitation period, give the pupils each a piece of putty and dish of water, and have them build the surface of the country and put in the drainage. By keeping the finger wet the child can work the putty more rapidly. Only one period need be used for this work if you have everything in readiness. Examine maps, and save three or four of the best and have the putty from the rest scraped back into the jars. Each one will thus have a map showing the conception each one has of the surface, and will thus have put forth his best effort.

Relief maps should always be made to a scale. If this plan is followed the mountains will not be out of proportion, as is often, if not generally the case.

Pupils should not be allowed too much latitude in the use of colors, for they often choose the more glaring colors, thinking they are beautiful. The colors used in the map should be complementary. The effect produced will be more pleasing to the eye, and much more satisfactory.

The physical features dwelt upon should be such as can be comprehended by the children, enforced by the aid of the solar camera, sand table, maps, and other appliances. For the study of horizontal forms, countries, and journeys therein large wall maps should be used. Pupils should frequently make rapid sketches of the continent, first from maps in their geographies, then from memory.



## A Window Garden in School.

EVERAL things must be borne in mind in selecting plants for the school-room window garden. In the first place, the manner of heating. If the room is heated by an old-fashioned wood stove so that the fire goes out every night, the window garden is an impossibility except in mild weather. If the room is heated by steam so that the plants will not freeze and the air is kept sufficiently cool and moist for them to flourish, a window garden is a constant delight to both pupils and teacher.

Only hardy plants should be selected. Geraniums are the best of all, for they are constant bloomers and are very easy to raise. Bulbs, such as tulips and hyacinths, are very satisfactory. To secure a succession of blossoms a few should be started every week. Callas grow rapidly if they are given a constant supply of water. Azaleas, if properly watered, and placed in a comparatively cool place, will remain perfect for a long time. Abutilons are always satisfactory, for with very little care they will blossom continuously from early fall until late in the spring, all the year through in fact. Where green alone is desired, the ivies, English and German, Madeira, and nasturtiums grown from seed sown early in the fall require

little care. Plants should at all times be kept in good condition by removing promptly all decaying leaves and flowers, supporting such as require it by neat stakes, and the soil should be top-dressed occasionally. It is advisable to turn the plants frequently, so as to keep them in proper shape, and the leading shoots of all rank-growing specimens should be nipped back occasionally to promote a bushy growth. All plants whose pots are well filled with roots, as well as those which are commencing to bloom, should be given occasional waterings of liquid manure. Keep the plants as close to the glass and as cool as possible, and give them plenty of room to avoid injury from damp and the attacks of insect pests. Water carefully. Plants coming into bloom may be shifted into larger pots.

Spray or syringe the plants frequently to keep the foliage clean, but in doing this, use water of the same temperature as the room, if at all possible, and always early in the morning in bright, sunny weather, so that the plants may have an opportunity to dry off before night.



#### A New Ventilation Law.

The Massachusetts law for the ventilating of school-houses and other public buildings was passed in 1888. At that time the school-houses were built with little regard to ventilation; in fact, the methods in use were largely those of half a century before.

In 1893 an amendment to the act of 1888 was made, which provided that the plans and specifications for the ventilation of all public buildings should be included with the plans of such buildings and deposited with the inspector before the building is erected. The law might have remained a dead letter had not its enforcement been placed in the hands of the inspection department of the district police.

As a result, architects and members of school boards began to study the subject of ventilation, and the buildings which went up were properly ventilated. In cases where there were old buildings, the inspectors have ordered the necessary improvements made.

The subject assumed such importance that companies for the introduction of new methods of heating and ventilation began to be formed. Many of these systems were failures, but nearly all had some good features. When several good points came to be united in one system better results were obtained. The state inspectors watched the different systems, testing them for the results, and when satisfied that a new device was what it claimed to be they passed the information along. Since the law has been in working order there have been very few school-houses built in the towns and cities of the state in which the provision for ventilation is not far in advance of that of any old building in the locality.



#### Opposition to Manual Training.

Grand Rapids, Mich.—At a meeting of the trades and labor council, held Aug. 20, the following resolution was adopted:

"Whereas, At the last meeting of the board of education an item was inserted in the budget, calling for \$5,000 for a manual training school, and,

"Whereas, With improved machinery and inventions, production and mechanism is so simplified that there is little call for artistic workmanship, and by the competition with the machine there is little encouragement for skill in workmanship,

"Resolved, That we, the trades and labor council, do protest and urge that the common council strike out the said item in the budget the school board intended to be used in establishing manual training in the schools."

The "Press" paraphrases the resolution as follows:

"Whereas, Our children have little chance to acquire that knowledge and experience which enable them to better their condition, earn higher wages and become skilled mechanics instead of day laborers, therefore, resolved that we cut off the little chance they do enjoy in that direction."

The department of "School Law" will be found on page 222.

## Letters.

#### A New Field for the Public Schools.

A bill has received the signature of the governor of Illinois which puts into explicit form a principle not heretofore recognized. It provides, in brief, that deaf children may be taught in the public schools of that state, and the money for their tuition be taken from the state common school funds. The principle is thus recognized, that the common school funds of the state do not belong to the children who have all their senses alone, but to all children.

Naturally, an innovation so marked caused much opposition, and the bill had a stormy passage before it became law. The story of its struggle for life is not without value, as well as interest, for it shows in strong contrast the liberality of the public school spirit, as opposed to the institution spirit. The bill was fought from start to finish by the institution for the deaf and dumb at Jacksonville, and fostered for a like period by the members and officers of the State Teachers' Association. Yet, the money to pay for the special teachers of the deaf, as well as all other expenses, as provided by the bill, was to be taken from the public school moneys, and would not in the least rob the institution; and the benefits, under the bill, were designed to meet the needs of the very class of children for which the institution came into existence. Under the circumstances, the difference of attitude was remarkable.

I had the honor of stating the main object of the bill to the State Association at their annual meeting last January. I told them that, as the law in Illinois now stood, the parents of deaf children not residents of Chicago had to choose between seeing their unfortunate little ones grow up in ignorance or sending them away to an institution, to stay until they were twenty-one years old. In Chicago, owing to the fact that it was a city of over a hundred thousand inhabitants, a liberal board of education had been able to open the public schools to these unfortunates, without need of permission from the state, and for twelve years had maintained special classes for deaf and dumb children out of the regular school fund. It was proposed that the same privilege be extended to the smaller cities of the state, which could only be done by means of a permissive law. I asked the teachers present to remember the difference between the policy of this country in public education and that of England. This country had persistently endeavored to preserve the home life of its children, while England had given her main support to large, public boarding schools. If the home was of importance to the normal child, in full possession of all his senses, it was doubly so to the child who had lost one or more of them, and was at a disadvantage as compared with his fellows. I am afraid I wasted a good deal of quite unnecessary argument upon that sympathetic audience, which really needed no convincing. The result was a unanimous endorsement of the proposed measure, and a reference of it to the executive committee, with instructions to urge its passage upon the legislature.

The first effect of this action was a very important modification of the bill as then drawn up. It was submitted, in its tentative form, to the executive committee, and its money clause altered. It had been originally planned to ask for an appropriation to carry on the work, thus following the law of Wisconsin, but the executive committee, following the suggestion of Prof. John Cook, of the Illinois normal university, drew up a clause providing that the expenses be met out of the state common school fund, after its distribution to the counties, and before its distribution to the districts. I suppose no one at first realized the full significance of this change; certainly no one outside of the executive committee did. The promoters of the bill, the Chicago Association of Parents of Deaf Children, accepted it very innocently, in seeing chiefly that it would enable them to avoid the disagreeable, and often dangerous, necessity of asking for an appropriation, and never dreaming of the big issue involved until their enemies showed it to them. That is one of the uses of enemies; they not only show you your weaknesses, but they often betray to you quite unexpected reserves of strength.

The Chicago Association of Parents of Deaf Children is an organization of about one hundred and fifty members, rich and poor, ignorant and cultured, living in all sorts of places within the city limits, but bound together by one common interest, one strong bond of sympathy. It is permitted that persons not the parents of deaf children, but interested in their welfare as teachers or friends, shall also be members of the organization, and even serve upon its board of directors. In this capacity I served, and, together with the president, Mrs. Charles R. Crane, who has a little deaf daughter, took the innocent bill down to Springfield.

#### THE LIVELY "INNOCENT" BILL GOES TO SPRINGFIELD

It was our first experience with this sort of work, and in the beginning, fate favored us. The bill was introduced simultaneously in both the house and senate, by the chairman of the house and senate education committees, Mr. Murray, of Sangamon, in the house, and Col. Bogardus, from whom the bill later took its name, in the senate. Mr. Murray had formerly been a teacher in the public schools for ten years, and at once saw the educational importance of the measure, while Col. Bogardus had had a little blind son, whose short life has served to help all the afflicted children of the state, through the fourteen years in the legislature of his devoted and public-spirited father. With two such friends, our first hearings before the committees went so smoothly that one senator remarked, with something of the air of a boy who is looking out for a fight and fails to find one:

"Well, for all I can see, this is the most innocent and lady-like bill that ever came before the legislature!"

Later, it was generally remarked that it had caused one of the prettiest fights of the session.

#### JACKSONVILLE IS AROUSED.

Things began to get lively when the institution for the deaf and dumb at Jacksonville woke up to the progress we had been making. The bill did not in any way menace the best interests of that institution, as is proved by the fact that the new superintendent is a friend of the new law. Its opposition is hard to account for, except by a thorough understanding of the institution spirit. The attitude in general is well illustrated by a story told by Miss Jane Adams, of Hull House.

"There was a superintendent of an orphan asylum once," she relates, "whose whole heart was in his work. One day it occurred to him, on looking at the building, that it would be much more symmetrical and beautiful if a wing were added to one side, to balance one on the other. But how to get the money for it was the question. He really was not crowded enough to justify him in asking the legislature for an appropriation. So he prayed, good, earnest man, that the Lord would send orphans thick upon the land and let him build that wing."

Jacksonville Institution for the Deaf and Dumb is the largest institution of the kind in the world. It has been admittedly too large for the best quality of work for more than twelve years.

#### DEAF CHILDREN IN ILLINOIS AND IN THE UNITED STATES.

Long ago, the state board of charities asked the legislature to make other provisions for the deaf children of the state. It was partly because of the stand of the state board that the Chicago schools were established. In 1890, the United States census showed that there were 1,315 deaf children under twenty years of age in the state, and at the same time the figures of the annals of the deaf, the official organ of deaf-mute instructors in America, showed that less than half this number were under instruction. Comparing figures, it was found that 696 deaf children in Illinois were without any instruction whatever. The institution had 510 children enrolled, and was full. What was to be done with these hundreds of uncared-for children? The reply of the institution was, that it had received no such number of applications, that it doubted the figures, and that probably a great many of the children enrolled in the census as deaf and dumb were really feeble minded. But even making the most liberal allowance for mistakes of this character occurring in the most careful statistics ever taken in the United States on this subject, still it remained evident that a large number of deaf children were unprovided with instruction. As for the fact that the institution did not receive anything like so many applications, that argued nothing. It is true all over the United States, where institutions

alone are provided for the care of a certain class of children, that large numbers of the children fail to be benefited. What is the reason? Simply because their parents will not send them away to an asylum. In many cases, the children are delicate and unfit for institution life. In nearly all, they are the most tenderly cared for children in the family, and not easily parted with. Therefore, the promoters of the bill claimed that their plan would only supplement and complete the work of the institution. If, at the worst, it would be found that so many children would be educated at home, that the institution would be greatly reduced in numbers and in wealth, what then? What was the institution for, except to benefit the deaf, and if there was any better way of doing that, what right had the institution to object?

#### ATTACKS UPON THE BILL.

The reply was, that the institution did not believe that deaf children could be as well educated at home as at an asylum, which would have been a perfectly fair and defensible position, had those who held it stopped there; but they did not; they attacked the home. The statement was made over and over again, that the law and order of an institution were to be preferred to the disorderliness and undue affection of the home. It was said that the home of the deaf child was usually a home of privation and wrong tendencies. Perhaps never, since America became a nation of homes, were such open attacks made upon home life. It grew to be so marked a feature of the warfare that the "Deaf Mute's Journal," the leading paper of its kind, and opposed to the bill, took exceptions to the attacks made upon the deaf mute's home in a strong editorial. And in this stand, the strongest contrast was shown between the spirit of the public school and the spirit of institutionalism. Institutions do not receive their pupils from homes of any lower character than do some, at least, of our public schools; yet few public school teachers could be found to echo the sentiments of the institution on this point. The aim of the public school is to uplift the home; not to supplant it.

And then came the strongest claim of all; the claim that the bill contemplated a perversion of the public school funds. It was urged that if the doors of the public schools were opened to deaf children, the same arguments would apply with equal force to the opening of them to the blind and the feeble minded. That contention had to be granted, though it made the promoters of the bill take a long breath before they dared the plunge. The fight was fierce enough when they had only the deaf to look after; what would it be with the blind and the feeble minded added thereto? But there was no escaping the logic of the situation.

#### THE BLIND ALSO TO BE CONSIDERED.

While they were yet dazed with this new aspect of affairs, Prof. Hall, the new superintendent of the Illinois institution for the blind, came to them and said:

"What you are doing for the deaf ought also to be done for the blind. It would meet many of the difficulties connected with their education and care. Especially the problem of self-support, an even graver one with the blind than the deaf, would be, to a large extent, solved. Instead of one set of people, interested in an institution having the charge of the future of several hundred blind people at once, there would be a wide circle of sympathizing friends looking after the interests of each blind person."

We showed surprise at such a stand being taken by the superintendent of an institution for the blind.

"I am not," said Prof. Hall, drawing himself up, "merely the superintendent of an institution for the blind. I am the friend of all blind children."

Prof. Hall has spent many years in public school work, and has the broader spirit. There are, of course, others in the various institutions of the country who are equally liberal, and fortunately the Illinois Institution for the Deaf and Dumb is now among them, but they are not types, but exceptions. They represent the hope of the future, when the institutions of the country will not think of themselves as apart from their use, but only as a means of serving humanity, to be cheerfully abandoned whenever a better means shall present itself.

#### "NORMAL" CHILDREN ONLY.

We were obliged to lay down the principle that the true perversion of the public school funds took place long ago, when

it was first assumed that the public schools were not for special classes of children, but only for the average child, in full possession of all his faculties. We said that there was really no need for such a law, except as custom had made it necessary. There was no statute requiring that the public schools should teach only normal children. The schools had suffered from this separation of the unfortunate children from the more fortunate. The principle of the social settlement, which says that it is not good for rich or poor to be alone, applies equally to the public school. It is not good for strong or weak to be alone. The weak need the strong, and, quite as much, do the strong need the weak. The pedagogical importance of a comparative study of special classes of children under as nearly like conditions as possible could not, of course, be exaggerated. Neither, I fear, did it have its full weight as a legislative argument. This argument fared better; that the association of the average child upon the playground with his deprived brother, under circumstances that could be made to call out the only true chivalry, the chivalry of the strong toward the weak, would be conducive to morality in the schools. Many of the legislators had given considerable thought to the question of the lifting of the moral standard in the public schools, and were thoroughly approachable on these grounds. As practical men, they all admitted that the principles of right conduct could not be taught by theory alone, but must be emphasized by practice. And as legislators, they were all facing the grave questions brought up by the strained relations between labor and capital, and most of them were fearful of the future. The feeling was strong that our public schools had really the solution of that problem in their hands, and it was easily shown that the establishment of the right spirit between gifted and dull, between fortunate and unfortunate, was of the first importance in solving such a problem.

Then, of course, our friends, the enemy, took to personal abuse, and we were accused of all sorts of sinister designs. We got to be positively shy about telling our real motive for working for the bill, it seemed to be such an incredible thing. We got scant sympathy under our affliction. Most of our friends in house and senate had been made the victims of similar, and indeed much more virulent attacks. The abuse was regarded rather as a distinction than otherwise, as showing that we were worthy of attack. I confess, that, not beingseasoned, we took it rather hard; but, after all, it served the valuable purpose of showing us how innocent a man may be in public life, and yet be frankly accounted a villain. We found out what serious insinuations can be made against a public man by the public press without overstepping the line of libel; and our general impression came to be that the legislature was a very fairly representative body, neither better nor worse than the average community, and a great deal better than public opinion, led by the press, holds it to be. This impression blossomed into conviction when the bill passed.

#### THE BILL IS PASSED.

It was at two o'clock in the morning on the last night of the session, and when the vote was announced—"Ninety-one ayes, and the bill is passed!"—a cheer went up from a hundred throats, hoarse with voting and speech-making, and our hands were grasped and our arms almost shaken off by enthusiastic legislators, who were as actively interested in our little "deaf and dumb bill" as in any so-called boodle measure before the assembly. Of course the opposition said that there must be something behind it; but there wasn't; nothing but the fact that most of those men had children who attended the public schools, and one could find an easy way to their hearts on that account.

Neither must the action of Governor Tanner be overlooked in this veracious history. In his inaugural address, the governor stated that, in his opinion, the interference of the executive branch of the state government in the work of the legislative branch was a great evil, and under his administration would not be countenanced. None of his superintendents, trustees, or other like appointees would be permitted to lobby for or against bills pending before the legislature, as they had done heretofore, to the detriment of their work, and the hindrance of legislation. When, therefore, the institution began to take a vigorous hand against the Bogardus bill, it was warned to desist. As, in total disregard of that warning, it set its hun-

dreds of patrons actively to work to oppose the bill, on the ground that it menaced the efficiency and even the continued existence of the institution, it promptly received word from the governor, that another superintendent would be appointed. Later, the president of the board of trustees of the same institution was discovered to be winking at the continued lobbying of the superintendent, who held office until the end of the school year, through the friendly offices of that same trustee. And then the trustee was removed. This action excited much comment, for the gentleman in question was a strong Republican, the governor's own appointee, and his removal was regarded by the politicians with horror. When, they asked, should the governor alienate a wealthy and powerful supporter for the sake of a bill that had no politics in it, and that could not serve him in any way? As for the inaugural address and its principles, no one expected him to live up to it, least of all his own superintendents and trustees. The newspapers of the state all exclaimed over it under the astonished headline, TANNER MEANT IT!

The suicidal opposition of the institution was intensified by what Dr. Bell, the inventor of the telephone, and the well-known authority on the education of the deaf, calls "the tendency to intolerance of state institutions," which he compares, in this respect, to state religions. There are two well-defined methods of educating the deaf. One claims to teach speech to all children, capable of acquiring it, whom they hold to be comparatively few, and to give signs and the manual alphabet to the rest. It also uses signs in the teaching of speech. This is called the combined system. The other, the pure oral system, claims that all deaf children, not feeble minded, can be taught to speak, and discards signs altogether, as detrimental to the acquisition of speech. It claims that the deaf are dumb only because they cannot hear themselves or others speak, and that the great difficulties in the way of the acquisition of speech will not be overcome if they are allowed the easier communication of signs. These two methods are radically opposed, nor is any compromise possible; for one says that signs must be used, and the other that they must not. Now the bill in question does not prescribe any method of instruction. It leaves the settlement of that vexed question to the boards of education, and the superintendents of schools, believing that in the long run the right method, whichever it may be, will prove itself by results. The Illinois institution has been for years the leading exponent of the Combined system in America. It objected vigorously to any such opening for the rival system. Its subtlety of argument to prove that the non-committal bill was an oral bill was a marvel, but the joke of it was, that the arguments were entirely lost upon the legislature, which didn't propose to settle questions which properly belonged to experts in the teaching of the deaf, and thought its duty well done when it saw that each method had fair opportunity to prove what it could do.

#### POWER OF STATE INSTITUTIONS.

There is a practical moral to this true tale. Indeed, there are several of them. Nothing was more noticeable, nor, to these inexperienced lobbyists, more surprising than the fact that the various state institutions had so much political power and the public schools so little. Here was an institution numbering only 510 pupils, putting into the field a well-equipped fighting force, and very nearly defeating a measure asked for by the teachers of several hundreds of thousands of children. Nor was it true that the institution was less at the mercy of politics than the public schools. On the contrary, it was much more so. No governor could if he would, nor would if he could, discharge a public school superintendent, as the superintendent of the institution was discharged. The state institutions are directly under the administration. Their efficiency, or the reverse, more than any other thing, marks the success or failure of the administration. Hence, it is the duty of the chief executive to see that they carry out at least the broad lines of his policy. This is not true at all of the public schools. No party rises or falls by them. The teacher who is discharged for purely political reasons is, after all, the rarest of exceptions. The trouble is mostly the other way; you can't get a teacher out, once she is in, for political or any other reasons; especially under the pension law. But with all this immense advantage, it remains

true that the teachers of the state have less political influence than any other body of people of one-tenth their importance; they are surely the most timid lot of folks who ever held a position of powerful advantage and didn't know it!

#### PARENTAL INTERESTS.

There is yet another force that has never been harnessed to the car of state—the force of parental love. We have labor interests represented, and corporate interests, and railroads, and penitentiaries, and every other conceivable thing. Even philanthropy and civil service reform have a feeble say or two; but parental love, one of the great forces of the universe, has not yet come into its own. They called parental love "sentiment" at the Illinois general assembly, and derided it. But presently they bowed to its power. When Mrs. Crane's little deaf daughter stood up before the house and senate, near her friend, Dr. Bell, and watched his face during his speech with her bright and beautiful eyes, and finally electrified every one, her mother included, by saying she wanted to make a speech, too, every one felt a queer thrill of sympathy with that derided sentiment. The little girl had never heard of signs, for she had been taught by the oral method, and the astonishment of her friends may be conceived when she announced to the hushed and attentive assembly, in the unmodulated and measured voice of the deaf,

"I do not like children to be taught signs. They are very foolish."

So she summed up part of Dr. Bell's speech, which she had read from his lips, and in her statement she went further and more to the root of things, childlike, than the learned doctor himself.

The sentiment was further appealed to when Dr. Bell's daughter, a beautiful young girl, told one of the strongest opponents of the bill how her deaf mother had taught her, "just like other mothers," and of how her mother's life, like that of her distinguished husband, had been devoted to the preservation of the home life of deaf children, and of how "she taught me my prayers as other children were taught."

The representative, who had young daughters of his own, capitulated on the spot. And so it went. One member had a deaf child, another, a feeble-minded daughter, over whom his heart yearned constantly; another, a deaf niece, who, as he said, gave him no peace, until he took up the cudgels for the bill and fought valiantly.

#### VICTORY FOR HOME AND SCHOOL.

Here was one instance in which parents and teachers worked together for the good of children belonging to a special class in which few were interested. And they won a great victory, complete in every point, over obstacles so great that they were forced into constant attendance on the legislature for more than sixteen weeks, and finally only won out in the wee sma' hours of the last night of the session after, as one of its opponents indignantly declared, "the bill had been killed a half a dozen times over." What could not these same forces do, working together for the good of all children?

It is time that the teachers of these United States realized their power and their responsibility. If it is clearly understood that the return of a dominant party to power depends largely upon the liberality of its public school policy, the schools will not be crippled for want of funds, nor by fear of changing administrations. What shall the liquor interest be a power in the state, and the school no power? The parochial school is a greater power, politically, than the public school. Four years ago the Republican party lost control of Illinois because of the resentment the German and Swedish Lutherans bore to a compulsory education law passed by that party, providing that children must be taught the English language—which is not done in many of the parochial schools. Their 80,000 votes turned the balance against the Republicans and repealed the law.

That which will emancipate the public school is its coalition with the home. No teacher need fear to lose her place who has the parents of her children as her supporters, and no teacher can hope to do the best work that is in her until she does. The school and the home together can accomplish everything, and mold states, as they now mold children's minds.

Marion Foster Washburne.

#### Notes on School Hygiene.

New Orleans, La.—At the annual meeting of the parish superintendents of education held here July 12-14, Dr. S. R. Oliphant, president of the Louisiana state board of health, gave an address on "School Hygiene." He said in part: "The English law requires 150 cubic feet of air space and 15 feet of floor space for each pupil in the school. But to meet the requirements of healthy respiration the entire atmosphere should be renewed 12 or fifteen times every hour by the use of artificial means. In school-houses where there are only natural means for renewing the vitiated air, from 300 to 450 cubic feet of air space should be allowed for each pupil. Where practicable, all windows should extend to the ceiling. The school-room should be kept as near a uniform heat as possible, not lower than 60, and not higher than 75 degrees.

The area of the windows should not be less than one-fourth of the floor space. The best shape for a school-room is the oblong with windows on one side only. The desks should be arranged at right angle to the windows, and the pupils should be seated with the left hand nearest the windows.

According to Neusholme, the desk should slope at an angle of 35 degrees for writing, and 45 for reading. The height of the seat from the ground should equal the length of the pupil's leg from the sole of foot to the knee; the depth of the seat from back to front should not be less than eight inches, the distance of the front seat from a perpendicular line let fall from the edge of the desk should not be more than one inch, or may be none; and the perpendicular distance of the seat from the edge of the desk should be one-sixth the height of the pupil.

All drinking water should be filtered. In dry seasons when cisterns are not often replenished by rains, the water should be condemned, and a supply sought elsewhere.

Every applicant for admission to the schools in New Orleans must produce satisfactory evidence of having been successfully vaccinated. This rule should exist in every parish of the state, and should apply to private as well as public schools. All schools should be inspected by an experienced sanitary officer at least once a year, and oftener if necessary.

Dr. Oliphant urged the parish superintendents to persuade their police jury to avail themselves of the provisions of act 92 of 1882, which empowers municipal authorities of all incorporated towns to constitute themselves local boards of health, where boards of health do not now exist. Any municipal authority having constituted itself a board of health shall have power to choose a suitable registered physician whose duties shall be defined and compensation provided. This would provide each parish in the state with a local board of health and medical health officer, who, in the event of the outbreak of an epidemic disease, could secure the co-operation of the state board of health at all times.

#### Progress in Pawtucket.

Pawtucket, R. I.—At a recent meeting of the school committee, Supt. Gilman C. Fisher gave a history of the changes and improvements made in the schools during the last five years.

Two kindergartens have been added to the school system, making four in all. Last year a kindergarten cottage, entirely devoted to the use of the kindergarten, was built at an expense of \$6,300, including the lot. This is the only kindergarten cottage in New England, and stands as evidence of the progressive spirit of the people.

Child study is receiving much attention. Two-thirds of the teachers are organized into a round table connected with the Barnard Club school of child study, and they have affiliations with other round tables in the state which are off-shoots of that institution.

The schools are bountifully supplied with supplementary reading matter, including both science and literature readers. These two subjects, nature study on one hand, and history and literature on the other, are made the centers of instruction, thus securing the unity and inter-relation of all other studies.

The new high school building has been completed, and the course of study reorganized.

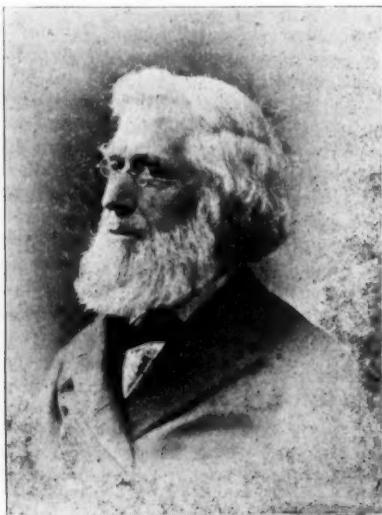
The teaching corps is the best the city ever had. Nearly 10 per cent. of the teachers are graduates of colleges, and over 70 per cent. of normal or training schools.

## The School Journal.

NEW YORK &amp; CHICAGO.

WEEK ENDING SEPTEMBER 4, 1897.

The death of Dr. Sheldon, of the Oswego normal school, removes from the educational field one of the pioneers of advanced ideas in education. He was a disciple of Pestalozzi, and was one of the great leaders who devoted themselves to the introduction of Pestalozzian ideas and methods in this country. He organized the first training school for teachers, in 1861, where he arranged a systematic course of objective instruction, a system afterward adopted by the various normal schools of New York state. In 1862 he became principal of the Oswego normal school. His wonderful success in the face of persistent opposition to his methods of teaching made this institution famous and attracted to it students from all parts of the country. His great power with students, in winning their confidence, and arousing their enthusiasm is due principally to his kindness of heart, his disinterested devotion to the advancement of education, and his deep and abiding interest in young people. It was "Father Pestalozzi" to his pupils, and it will be "Father" Sheldon to those who have been privileged to come under his influence.



Dr. A. E. Sheldon, Principal of the Oswego Normal School, who died August 26, 1897.

Dr. Sheldon was born in Perry Centre, Wyoming county, N. Y., Oct. 4, 1823. He studied for three years at Hamilton college, but was not graduated, although he afterward received the degree of A. M. from the college. He was at one time superintendent of schools at Syracuse, later occupying a similar position in Oswego. For thirty-five years he has been principal of the Oswego normal, a position which he occupied until his death which occurred the twenty-sixth of last month.

(The SCHOOL JOURNAL has been promised a biographical sketch of Dr. Sheldon by one who has known him thoroughly in all his educational work.)

This is the time of year when parents are anxiously considering what schools are the best to which to send their children. The important thought in their minds is, what of the teachers? Do they really consider their business sufficiently serious so that they make it a study to keep informed as to what is best in the educational field? A teacher

in a certain private school recently made the statement that in the school where she taught, with a corps of ten teachers, not a single educational journal was even subscribed for, much less read. Would this be the school selected for son or daughter by the lawyer who is constantly studying legal news as published throughout the country, or by the grain merchant who notes the slightest change in the price of wheat, or by the farmer to whom the agricultural journal is as necessary as watching the changes of the weather? There is always a certain danger that, owing to the absolute independence of the private school, the teachers may fail to keep abreast of the times in educational lines—a danger only to be avoided by a constant study of the best educational journals and books.

Mr. M. M. Gillam, who has written an article for this number of *The School Journal*, is probably the foremost advertisement writer of the world. While managing editor of the Philadelphia "Record," he wrote a series of advertisements for a comic opera which immediately bounded into favor, although it had been previously almost unknown. The "John Wanamaker Style" of advertising was originated by him and his work has long since been traced to Honolulu, London, and Paris. It is doubtful if another man living has experience so varied in lines that would fit him for doing the best possible work in the way of advertising. Mr. Gillam is a man about fifty years old, and it has been said of him that he "has the physique of a giant, the brain of a master, and the heart of a woman." He has recently established an advertising service in New York.

The article "The School Catalogue and the Printer," published in this number, is worthy of particular notice. Mr. Robert T. Sloss, the writer, is especially well qualified to write on this subject. He was for several years principal of a private school and while occupying this position the unique character of his circulars and catalogues so attracted the attention of publishers that he was finally brought into the field in which he is now engaged. Mr. Sloss has charge of the editorial and art department of the "Winthrop Press," a house noted for the preparation of artistic booklets and for the care given to all forms of school printing.

It is strange that the educational journals which have a large national circulation are not used more for advertising purposes. Live superintendents and principals who take an interest in the study of education are frequently asked by parents to recommend a school for their child. Besides, there are many schools that depend wholly or in part upon teachers for their patronage, such as schools of pedagogy, training schools, schools of art, conservatories of music, technical schools, etc. The standard educational journals clearly could be used to advantage by these institutions.

There are many parents who take enough interest in education to be regular subscribers to *The School Journal*, and the attractive Christmas number, the Annual Summer magazine, and the other special issues are read by hundreds of fathers and mothers.

**THE SCHOOL JOURNAL** will publish next week an outline of its plans for the new school year, 1897-'98. These who are not yet subscribers may obtain a copy of that number free on application to the publishers, E. L. KELLOGG & Co., 61 East 9th St., New York.

## The Heavens for September.

The moon for September will be full, twelve days before the equinox (Sept. 22), and therefore it will be the harvest moon. It quarters on the 3d, is full on the 10th, reaches last quarter on the 18th, and new moon comes in on the 26th. The full moon, which comes nearest the autumnal equinox, rises at nearly the same time for several nights in succession.

A full moon always rises about the time the sun sets, but on the evening following the day on which the moon reaches its full it rises after sunset, at periods ranging from a few minutes to more than an hour, depending on season and latitude. The intervals are shorter with September moons than with those of the other months.

The angle between the plane of the horizon and that of the ecliptic, or of the path which the earth traverses in its yearly journey around the sun, is smaller than it is at other times during the year. This is why the moon of that period seems to rise about the same time for several successive nights.

The moon meets Uranus on the 2d, and a little later, Saturn. These are repeated on the 29th. On the 18th the crescent meets Neptune, which passes about five degrees to the southward, but is not visible without the use of a glass. Venus, on the 23d, comes somewhat nearer, and Jupiter and Mercury are visited on the 25th; but all three are too much under the influence of the sun to be easily distinguished. Mars passes six degrees to the north, on the day of the new moon.

Twice each year the sun is said to "cross the equinoctial, or cross the line." When the sun crosses the line it is in the zenith of all places on the equator at noon. Consequently, its rays reach from one pole to the other. At that time, making no allowance for refraction, the days and nights are about equal in duration. On Sept. 22 the six-months day at the north pole will end, and the six-months night begin, while at the south pole these conditions will be reversed.

Jupiter is in conjunction with the sun on the 13th, and when it reappears it will be in the early morning sky. Venus will ultimately be forced across the line of separation between morning and evening stars, only to appear, however, as the chief attraction of the heavens soon after the sun has sunk to rest. From now until the close of the year Jupiter's size and brilliancy will be on the increase, and most beautiful in the early dawn.

Mercury is also in conjunction this month; but the event happens much more frequently with this planet than with its fellows. After the conjunction the planet continues on his road to the far western portion of his swing, and takes rank among the morning stars. The conjunction between planet and sun is what is called inferior; that is, the planet passes between the sun and us. By its rapid motion, Mercury seems to play hide and seek. It appears only again to disappear, shines for a moment in the evening and again in the morning in the East, preceding the sun, then falls back to the flaming star, to appear anew in the evening, thus showing itself sometimes as a morning, sometimes as an evening star.

Saturn is in conjunction with the moon twice during the month; once on the 20th, and again on the last day of the month. He ranks among the evening stars, and gets to our meridian about 4.45 o'clock in the evening, reaching that place earlier and earlier as the month draws on. Uranus also has twice the honor of being in conjunction with the moon. Seen from Uranus, the starry sky is the same as seen from here, but it is not so with the solar system. Mercury and Venus are absolutely unknown here, and our little planet, besides being completely invisible from its smallness, is, moreover, lost in the glare of the sun. Venus is gradually approaching the sun as Jupiter draws away from that luminary, and in October these two will meet in the morning sky. Neptune, on the 14th, is in quadrature with the sun on

his way to the point of opposition, and four days later is in lunar conjunction. The brightest star that is nearest Neptune is Aldebaran, in the eye of the Bull.

## Topics of the Times.

The world's and the national Woman's Christian Temperance Union conventions will be held respectively in Toronto and Buffalo in October. Lady Henry Somerset is among those who will attend the meetings. The purity conference at the national W. C. T. U. will be conducted by Mary Wood-Allen. One of the most interesting characters in connection with the world's W. C. T. U. is Miss Olafia Johansdottir, president of the society in Iceland. Her ancestors were Irish fugitives, who went to that island in the fifteenth century.

Mr. Powderly, commissioner of immigration, will present a report to Congress favoring the exclusion of those persons, meaning anarchists, who make a profession of assassination and crime; he also favors a head tax of \$5 on skilled and \$2 on unskilled workmen. He wants bureaus established which shall find out when and where labor is needed, and thus enable the government to restrict immigration accordingly.

The rebels on the borders of India have taken several important points, showing that the uprising is of a very serious character. A British column has been sent to force Kohat pass in the Samana range. The wires are reported cut in Bolan pass on the great trade route to Quetta and Afghanistan.

It is asserted that the reports in regard to gold in the Yukon country are by no means exaggerated, but that those who go to the gold region now run the risk of death from starvation and exposure. Many who had claims have returned. A party of about a dozen Klondikers arrived recently at Seattle with from \$5,000 to \$50,000 in gold apiece.

It now transpires that the great jubilation over the visit of the French president to St. Petersburg was on account of the conclusion of an alliance between Russia and France. What effect this will have on affairs in Europe it is hard to say, but it is claimed that it will make for peace. It will at least offset the existing alliance between Germany, Austria, and Italy.

After an agitation which began more than one hundred years ago, the national legislature of Norway has at length, by an overwhelming majority, abrogated the law which excluded the Roman Catholic religious orders and congregations from this formerly ultra-Protestant country. Only the Jesuits are to be still kept out. But, with this exception, the emancipation of the Norwegian Catholics is complete. The fact that a number of Lutheran pastors who occupy seats in parliament have voted with the majority speaks well for the spirit of religious toleration that prevails in Norway.

Sidi Ali Pasha, the bey of Tunis, who is eighty years old, will abdicate soon in favor of his son. Sidi Ali has been bey fifteen years. Tunis is a rich country in northern Africa, long a possession of Turkey, but now a dependency of France, whose foreign minister really governs, the bey being sovereign for revenue only.

A reign of terror is said to exist in Uruguay since the assassination of President Borda, which occurred recently. Army officers have been cashiered for connection with the revolutionary movement, chiefs of engineers arrested, and university professors dismissed.

The recent speech of President Krueger, of the Transvaal Republic, denying the suzerainty of Great Britain over that country is a challenge to Mr. Chamberlain and the Salisbury government. He contends that no special mention of Great Britain's suzerainty is made in the treaty of 1884, which appears to be the fact.

Many denominations believing that the Sabbath school is not sufficient to furnish the child the religious instruction needed, have schools connected with their various churches. These parochial schools aim to give the child the same advantages as those offered by the public schools and to the latter institutions they look for guidance. Many teachers in these parochial schools are subscribers to *The School Journal*, since through this medium they are kept in touch with the best that is done in the way of education, and thus are inspired to do better and better work for the advancement of the pupils under their care.

## The Educational Field.

### Pres. Andrews Requested to Remain at Brown.

Providence, R. I.—The corporation of Brown university voted on Sept. 1, to request President Andrews that he withdraw his resignation as president of the institution. The request was embodied in a resolution containing the following letter:

"The corporation of Brown university most earnestly desires that you will withdraw your resignation as president. It conceives that it was written without full knowledge of the position of the corporation. With the earnest hope that a statement by it bearing the formal sanction and approval of the governing body of the university as a whole, may bring us again into hearty accord, the corporation desires to assure you that it in no way sought the severance of our official relations, which, so far as it knows, have been most cordial from the time of your acceptance of the presidency of the university."

"The only vote and only expression hitherto made by the corporation bearing upon the question at issue was at the last June meeting, and consisted of the appointment of a committee to confer with you as to the interests of the university. The extent of authority thus given its committee was that of conference, which it fully believes you would unhesitatingly admit was a legitimate and friendly exercise of its privilege, relating, in the terms of the vote, to the 'interests of the university,' which you and the corporation have closely at heart.

"It is perfectly true that the vote in question was occasioned by the differing views entertained on the one hand by you and on the other hand by most, and probably all, of the members of the corporation, as to the free and unlimited coinage of silver by the United States, so far at least as affecting the interests of the university, and the fear that your views with reference to it, publicly known or expressed, might, perhaps, in some degree, be assumed to be representative, and not merely individual.

"It was not in our minds to prescribe the path in which you should tread, or to administer to you any official rebuke, or to restrain your freedom of opinion or 'reasonable liberty of utterance,' but simply to intimate that it would be the part of wisdom for you to take a less active part in emitting partisan discussions and apply your energies more exclusively to the affairs of the college.

"Having, as it believes, removed the misapprehensions that your individual views on this question represent those of the corporation and the university, for which misapprehension you are not responsible, and which it knows you, too, would seek to dispel, the corporation, affirming its rightful authority to conserve the interests of the university at all times by every honorable means, and especially desiring to avoid, in the conduct of the university, the imputation even of the consideration of party questions, or of the dominance of any class, but that in the language of its charter:

"'In this liberal and catholic institution, all members whereof shall enjoy full, free, absolute and uninterrupted liberty of conscience,' which includes freedom of thought and expression, it cannot feel that the divergence of views upon the 'silver question,' and of its effects upon the university between you and the members of the corporation is an adequate cause of separation between us, for the corporation is profoundly appreciative of the great services you have rendered to the university, and of your great sacrifice and love for it. It therefore renews its assurance of highest respect for you, and expresses the confident hope that you will withdraw your resignation."

The vote on the subject was practically unanimous, and was taken after speeches had been made by nearly every member of the corporation.

The presidency of the Teachers' college, made vacant by the resignation of Dr. Hervey, has not yet been filled. The trustees are looking among university presidents. Their aim appears to be to secure a man who is widely known, and who will be able to raise large sums of money for the support of the institution.

### Pedagogy in the University of Chicago.

The work of the department of pedagogy in the University of Chicago is attracting considerable attention, not only in Illinois, but in neighboring states as well. Dr. John Dewey, who is at the head of the department, is the moving spirit. By his lectures, writings, and experiments in the "practice school" connected with his department, he has aroused the educational forces to greater activity, is exerting great influence on pedagogic thought, and, undoubtedly, is doing much to turn educators toward more fruitful methods, and to enable them to gain a clearer insight into educational problems.

#### THE WORK OF THE SUMMER QUARTER.

In addition to the regular teaching force, during this quarter, a number of prominent educators, men of national reputation, have been secured to give courses in their special lines. Among those conducting such courses during the summer of 1897, the present quarter, were: Supt. Samuel T. Dutton, of Brookline, Mass., who gave a course in school supervision, administration, and management; Dr. Frank McMurry, of Buffalo, N. Y., who gave a course on general principles underlying method; Dr. C. A. McMurry and Pres. Chas. De Garmo, of Swarthmore college, Pa., who discussed the principles of teaching as applied to reading, literature, history, and geography, taking up the selection of stories and myths, with the choice and treatment of biological history stories in primary



Prof. John Dewey, Chicago University.

grades. Besides the above courses, Dr. MacLennan gave a course in child study; Miss Bulkley, a course in general pedagogy, and one on Pestalozzi.

#### EDUCATIONAL PSYCHOLOGY.

The most popular course of the whole department was the one given by Dr. Dewey on educational psychology. One hundred and forty students, teachers, principals, superintendents, and college professors enrolled for this work. Many states were represented, showing that the interest in the work Dr. Dewey is doing is widespread.

Dr. Dewey took up a number of psychological topics, among which were impulse, instincts, and habit, attention and interest, imagery, observation and emotion, and he discussed these with reference, especially to methods of instruction and the subjects of the curriculum. He criticised severely the substituting of the teacher's interest for that of the child. The child should always be working to some purpose. This end should be one which he considers valuable, and which he desires to realize. The attainment of this end should involve a normal development; a self-realization. The subjects of reading, writing, number, etc., should not be presented to the child as ends in themselves. In every-day life they are means, not ends, and as such they should be presented to the child. The child should be taught to read when, in his activity, he has come to feel the need of reading; when it will help him to reach some end which he wishes to realize. Dr. Dewey also emphasized the fact that habits are essential, but not as ends in themselves. A habit is worth just what it enables one to accomplish. Consequently, a habit must be flexible, easily

adapted to different problems. There must be a habit of adapting.

#### ROUND TABLE DISCUSSIONS.

Besides the regular courses, a series of round table discussions were held. Supt. Dutton opened a discussion on "The Scope of Education." He held that true education is the improvement of the whole personality, and not the cultivation of any particular faculties or phases of mental activity. Such education is accomplished by the combined action of the various forces and influences that play upon the child. The educator is interested in securing the just co-operation of those forces that constitute the social order of which the child is a part. The best results are obtained only when teachers and parents unite in studious and sympathetic effort for the full, healthy growth and development of the child.

A discussion on the "Principles that Underlie the Selection of Nature Topics" was introduced by Luther A. Hatch, of Oak Park, Ill. He says that in nature study there is a great abundance of material from which to get impressions for thinking. Impressions are easily obtained by the child, as the material used is at first hand. It becomes comparatively easy for the child to collect many data upon which to base his thinking. The distinctive aims of the teacher of nature study may be to lead the child to collect sufficient data, and from these form a general truth.

The discussion of this topic was lively, some holding that the study should be confined to a careful study of a few type forms, while others favored a more general study.

Dr. Dewey led the discussion on the subject, "Pedagogical Training for Teachers." Among other things, he said that much confusion results from failure to consider the divisions of labor in the teaching profession, and the proper adaptation of pedagogical preparation for the different functions. The average teacher in beginning requires especially concrete and practical training in psychology, with a knowledge of its application to character forming; that is, psychological ethics. He needs also a working knowledge of the general school system in which he is to teach. Very much can be done in the high schools in both of these directions by proper utilization of resources already in existence. There are, indeed, four distinct needs requiring to be met in as many different ways. These are: An insight into the structure and workings of the individual, afforded by psychology; a knowledge of existing school systems afforded by observation and personal experience, reinforced by reading and lectures, upon previous school ideas and systems, and contemporary school theory and practice elsewhere; a command of the working technique of the school obtained by personal experience, by contact with model and practice schools, reading and lectures; and last of all, a knowledge of the science of pedagogy as such—consideration of educational ideas, values and fundamental principles.

Other subjects discussed were, "Sociological Teaching in Secondary Schools," led by H. W. Thurston, of Hyde Park high school, Chicago; "Practice Schools," by F. M. McMurry; "Class-Room Method," by Chas. A. McMurry; "Teachers' Meetings," by Supt. O. T. Bright, of Cook county, Ill.; "The Culture Epoch Theory," by Nina C. Vandewalker, of Michigan.

#### THE CORRESPONDENCE STUDY COURSES.

During the year courses in pedagogy have been offered in the correspondence department of the university. Besides courses in psychology and historical pedagogy, a most excellent course is offered for the next year in "Philosophy of Education," by Dr. Dewey. This course takes up the subject of the educational standard and its application to the values of the subjects of the curriculum. It also deals with the fundamental logic underlying the organization of the respective disciplines, and the fundamental psychology of the process of assimilating these subjects.

#### The Isaac Pitman Memorial Fund.

To commemorate the life and work of the late Sir Isaac Pitman, the inventor of phonetic shorthand, a special American committee to work in conjunction with the London committee, has been appointed, consisting of the following members:

David Wolfe Brown, official reporter, house of representatives, Washington, D. C.

The Rev. E. Barker, 4 Simpson avenue, Toronto, Canada.  
E. N. Miner, editor "Illustrated Phonographic World," 102 Fulton street, New York city.

Clarence A. Pitman, 33 Union square, New York city, care Isaac Pitman & Sons.

Many suggestions have been made as to the form which the proposed memorial should take, but the ultimate selection will largely depend on the amount contributed, and the wishes of the majority of the contributors. The general wish seems to be in favor of a statue. In England, the fund has evoked a widespread interest, and there is every reason to believe that it will meet with a hearty response in this country. All stenographers who find their knowledge of the art a source of profit and pleasure must feel that they owe a lasting debt of gratitude to its inventor, and the support of every professional and business man is also enlisted, who owe so much to the aid that shorthand has rendered them in their every-day work.

Contributions will be received by any of the above committee, and due acknowledgment will be made in the columns of the "Phonographic World." Collecting cards may be had from the secretary, Clarence A. Pitman, 33 Union square, New York city.

#### Training Teachers in England.

An examination is held each year of those who wish to enter a training college, of which there are thirty-three. Those who pass the examination are termed queen's scholars. The education department allows each training college \$500 for each male queen's scholar trained for two years who obtains a diploma; \$350 for each female. Usually the student boards in the college; of this kind there are twenty-six. The education department holds two examinations each year in these colleges. A large proportion of the principals are clergymen; one is a Roman Catholic. The queen's scholars can select their own college. In some of the colleges the subject of religion occupies an important place; in one (Bishop Stortford's) attendance at chapel is required twice daily. Among the amusements, dancing is stated to be the most popular.

#### SALARIES IN ENGLAND.

There are over 2,000 teachers in the rural schools that receive less than five dollars per week. The schools are of two kinds; voluntary and board. The former are partly paid by subscription, and the reason people subscribe is that thus they get a school in which religion may be taught. This kind of school does not pay its teachers as well as the other kind; this kind is wholly under the management of the school board, like the American public schools in general.

It appears that very poorly prepared teachers are employed in the rural schools. Boys and girls who want to be teachers are trained in schools, and allowed to become helpers.

#### The Real Condition of Lehigh University.

The newspaper reports that Lehigh university was so handicapped by lack of funds that it would be necessary to suspend its exercises unless state aid were granted, are, happily, unfounded. The truth is, that there has been a shrinkage in the revenues of the institution, owing to the failure of the Lehigh Valley railroad to pay dividends on the Asa Packer endorsement of \$1,500,000, which was invested in its stock. This condition of affairs has given the trustees much anxious thought, but the statements of the daily press were entirely unauthorized. The present emergency has been met by the liberal appropriation of \$150,000 from the state. This amount relates to "maintenance" and "general expenses." In restoring the other provisions of the bill, as passed by the general assembly, namely \$25,000 for "general educational purposes," and \$25,000 for "special maintenance of the plant," the governor was guided by the condition of the revenue of the state, which necessitated strict economy in his consideration of all appropriation bills.

The governor's comments upon the bill were most cordial, and showed high appreciation of the work of the institution.

The bill was extensively discussed by the leading newspapers of the state, before it received the governor's signature,

and they were unanimous in exhorting the governor to give his approval to the whole appropriation. Cordial congratulations came also from the leading papers of New York city.

Lehigh university is thirty-one years old, and has graduated twenty-nine classes. The faculty is composed of men well known in technical and literary, and educational circles. Its president, Dr. Thomas M. Drown, is president of the American Institute of Mining Engineers, which is an indication of the regard in which that body holds him.

The university will open in September, with all its departments in full efficiency. A large Freshman class is expected this fall.

### In the Ethical Culture School.

A rainy day is rather an unfortunate time for observing school work, but an hour spent in the Ethical Culture schools on W. 54th street was well worth the effort, in spite of the unpropitious weather.

A peep into the natural history laboratory, which the pupils had just left, showed that perfect order was insisted upon. At the right side of each desk was a box of earth containing beans and peas that had started to grow, some of them already an inch high.

The bottles of sprouted beans in different stages of development revealed the method of study.

All the pupils from the first grade through the eighth devote a certain time each week to clay modeling. Some of the first grade work, although necessarily very crude, was recognizable, as, for example, the Eskimo hut; but the interesting feature of this work was the progress from year to year. Much of the seventh grade work was especially notable, as a plaster cast of a squirrel, arranged for an ink-well; and a lamp is serpentine for a newell-post, all original designs.

Representations of March in color by the first grade children were very amusing. Nearly all of the pupils had attempted to show that March is a windy month. Kites were flying, and different objects were blowing about. Many of these pictures showed flowers, as the first blossoms appear in March.



Dr. M. P. E. Groszmann.

In connection with their different studies, the pupils design book covers to hold their notes. A note book on physiology showed dolphins in every conceivable position, two good-sized ones for the main figures, with a border of numerous little dolphins tossing and jumping in the most lifelike way.

The methods employed in the work are, in some respects, unique. It has been Dr. Groszmann's purpose to make the school an experiment station in pedagogy, for the benefit of others interested in the advancement of education. The self-activity of the child is allowed unhindered development by permitting freedom of thought and will. So far as this is possible, every child, in Dr. Groszmann's opinion, unless naturally deficient, if allowed freedom, will talk, write, draw, model,

will, in fact, do all its work in accordance with its peculiar personality. If he has no thoughts of his own, he may be given these by being taught to observe and to think for himself, but the mode of expressing his ideas must be, to a certain degree, original.

The purpose of the school in its work for the child is the development of character in the best sense of that word, by aiding in the formation of the highest ideals. As a means to this end, the teachers study the pupils under their charge as conscientiously and carefully as may be, and the relationship of teacher and pupil is not that of governing and governed, but of mutually helpful friends.

Those who were so fortunate as to see the exhibit of pupils' work made a few weeks since at the school were astonished at the results attained in the art work, especially in paper cutting and modeling. Until recently the pupils have drawn from the object, but as Dr. Groszmann came to the conclusion, from his own observations, that the children must really work, not from the object, but from their concept of it, he thought he would try to use the imagination. So, at his request, the pupils were asked to model the human body. The results were surprising; so much so that the artists have been amazed at their excellence. The children do their best work in modeling, then in paper cutting, while they find drawing most difficult, the reason being that in the drawing they use superfluous lines, while in the modeling and cutting this is impossible.

A series of physical measurements, as arranged by Dr. Groszmann, is made of each child three times a year, together with a thorough examination by a medical expert, to aid in studying the child's growth, as well as to determine the presence of incipient disease. The records are kept on cards, and with them reports made by each of the teachers, with reference to the child's failure or success in his work, his manner of conducting himself when with that teacher, and any other items that may be of service in the study of the child. The card catalogue contains also the term reports in the several studies, the whole forming an accurate record of the child's entire life in the school.

The term reports as sent to the parents contain the simple statement, that the work is satisfactory, moderately satisfactory or entirely unsatisfactory, with any special remarks by Dr. Groszmann that need to be made. No special credit is given for unusual excellence or absolute failure, on the ground that the child is not responsible. In the one case, success is due to talent, not to effort on the part of the child; in the other case failure is due to natural deficiency for which the child is not to blame. Promotion is made when it seems to the teachers that a child would accomplish more in another class. If it seems that better work would be done by keeping the pupil in a class for a second year, no attention is paid to reports, but the child remains.

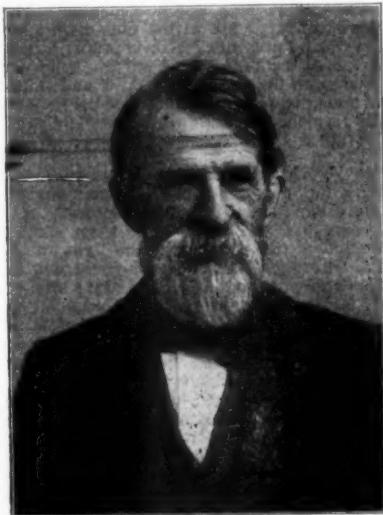
At the close of the course, which extends through the eighth grade, two kinds of certificates are given; a leaving and a graduating certificate. Each contains a complete record of the child, with reference to his diligence, his growth in character, and his progress in each study pursued. The leaving certificate is given to those pupils who will accomplish more elsewhere than in the school, but have not finished the course to the entire satisfaction of the teacher. The graduating certificate is given to those who are worthy representatives of the school.

No attempt is made to compete with any other school, nor is there any particular line of excellence. While some schools make a specialty of art, others of music, still others of science, nothing is done in the Ethical Culture school simply for show. By directing the thoughts of the child to that which is beautiful in art, in science, in the characters of the great men of our own and past times, the one purpose is always kept in mind, to aid the child in striving, of its own free will, for that which is noblest and best.

There have been several changes in the faculty of the Ethical Culture schools since the above account was written. Dr. Groszmann has resigned, as a result of failing health, and has retired to a farm in West Virginia for recuperation and to do some literary work. Dr. Monteser has resigned, to accept a position in one of the new high schools. Dr. Reigart, professor of psychology in the Teachers' college, succeeds Dr. Groszmann as superintendent of the Ethical Culture schools, and Prof. Chubb, of Brooklyn, has been elected vice-principal.

**Dr. Holbrook Goes to Tennessee.**

Lebanon, Ohio.—Prof. Alfred Holbrook, the founder, and for forty-two years president of the Lebanon Normal university, has accepted the position of chancellor in the normal university at Huntington, Tenn. Professor Holbrook started the normal university in 1855, and it is said to have cost him \$100,000. In 1893, when the hard times came on there was great danger of failure owing to financial difficulty. A receiver was appointed, citizens of Lebanon came to the rescue and Prof. Holbrook was employed on a salary. For a number of years until 1895, Prof. Holbrook's son, R. Heber Holbrook, was associated with his father in the school. For two years he has been professor of pedagogy in the state normal school at Clarion, Pa.



Dr. Alfred Holbrook.

Prof. Holbrook began his teaching in Monroe, Conn., when he was only seventeen years old. He came to Ohio three years later teaching successively in Berea, Chardon and Kirtland. He was for three years superintendent of schools at Marlborough, removing from thence to Salem. In 1855 he received the appointment as principal of the Southwestern normal school where he has remained until this summer.

Prof. Holbrook is the author of "Normal Methods" and "School Management." He has also written two text-books in English, "Training Lessons" and an English Grammar.

No less than 50,000 pupils have been under the instruction of Prof. Holbrook, probably a larger number than can be claimed by any other living teacher.

**How the "Vertical" is Taught.**

Mrs. Josephine Heermans, principal of the Whittier school, Kansas City, recently explained, in the "Star" of that city, her method of teaching vertical writing to little children. Mrs. Heermans says:

"At the top of the blackboards in each of the rooms of my school is the written alphabet in vertical letters. When the child has been in school two days I begin teaching him to write. I tell him to look at one of the letters and then repeat its lines in the air with his finger until he thinks he can reproduce it on his slate. Then the little fellow writes the nearest imitation he can produce on his slate, and an average child soon learns to copy the letter with considerable accuracy from the board.

"From the beginning, I emphasized roundness. Later, I give the little fellow a copy on slips of paper at his desk, and soon he will write words, connecting the letters together. Then I have him write the sentence 'I see you.' I tell him what it means, and he realizes that he can really write it. The little one is proud and happy at the accomplishment. Thus the children learn to write before they know how to read. The script of the vertical system is so much like print that the child really associates one with the other.

"After he has been in school six weeks I give the child pen

and ink to write with, and he does almost as well as a third year pupil did under the old system. Four years are all that are necessary to finish the education of a child in vertical writing."

**Items of Live Interest.**

Pittsburg, Pa.—The forty-seventh annual session of the Allegheny County Teachers' institute was the largest gathering of teachers for an institute ever held in Pennsylvania, about 2,000 teachers being present. By special arrangement, the teachers of Pittsburg and McKeesport were in attendance, thus doing away with the separate institutes hitherto held in these cities. Among the instructors were Dr. M. G. Brumbaugh, of the University of Pennsylvania; Dr. J. A. McLellan, of the Toronto normal college, Canada; Dr. Nathan C. Schaeffer, state superintendent of schools, and Prof. J. A. Gantvoort, of the College of Music, Cincinnati. The executive officers were Superintendents Samuel Hamilton, in charge of county schools; George J. Luckey, Pittsburg; H. F. Brooks, McKeesport; J. S. Keefer, Braddock; J. C. Kendall, Homestead; J. M. Reed, Mifflin township. D. C. Shaw, of West Liberty, is secretary.

Denver, Col.—The Humane Society, of this city, has suggested the idea that there should be something in the schools in the way of humane education. The secretary of the society says, in a letter to the "Republican" of a recent date: "We did not, at first, contemplate anything more than an incidental effect on child character itself—it was the interest of the dumb creatures we were considering; but gradually other features of the subject revealed themselves, and our plan began to take on a size and importance we had not dreamed of at first. If, for instance, it would be a good thing for dumb animals to teach boys and girls to respect their rights, why would it not be a good thing for children if they were taught to respect each others' rights? And if it would be a good thing for the children, if all were so taught, why would it not be a good thing for grown-up people if children were taught to respect their rights, too? In short, why would it not be a most excellent thing for all creatures, brute and human, if children were taught in the public schools to deal justly and kindly with them? Plainly, it seemed that all these questions should be answered in the affirmative."

Wilkes-Barre, Pa.—At a recent meeting of the board of school government, it was decided to extend the Latin-scientific and college preparatory courses of the high school one year.

San Francisco, Cal.—It has been rumored that Prof. Edward A. Ross had been dropped from the chair of social economy at Stanford university, on account of his views with regard to free silver. This is a mistake. President Jordan, of the university, in an open letter refers to the statement as follows: "With the return of Prof. Warner, the work in economic science here is readjusted in accordance with the original plan of the university. Warner, the major professor, takes charge of that course and social pathology; Powers, theoretical economics, and Ross, social science.

"The work in administration and finance will fall to Dr. Durand, who is absent in Europe. Personally, I do not trust or approve the methods by which certain views of Dr. Ross are reached, but I believe in academic freedom within bounds of common sense."

James B. Reynolds, of 26 Delancey street, has been re-appointed a school inspector by Mayor Strong.

Freehold, N. J.—The public school teachers of Monmouth county have contributed \$160 for a professional library. The state provides an appropriation of \$100 when a like sum is raised by the teachers for this purpose. The money is in the hands of County Supt. Enright, who will make up a list of books to be purchased, and will arrange a course of reading on professional subjects for the teachers.

Miss Jessie H. Bancroft, director of physical training in the Brooklyn public schools, has been training a number of pupils in the Catskills during August, for public school positions in the specialty mentioned.

Kansas City, Mo.—The vertical system of writing will be taught in the public schools of this city. It was tried in the new ward schools last year with such excellent results that the ward school principals and Supt. Greenwood recommended its general adoption.

Rand-McNally have just published primary and practical arithmetics. These books are based on the latest method of instruction, and artistically and mechanically they are up to the high standard of the Rand-McNally geographies.

The J. L. Hammett Company, of Boston, have, with the assistance of Mr. E. H. Davis, got together a set of toys to accompany the "Davis Beginner's Reading Book." The set includes twenty-four objects, such as a hen, dog, doll, cup, bird and nest, donkey, etc. The toys are attractively put up in a strong wooden box, with a slide cover.

Mr. Ira T. Eaton, formerly with A. S. Barnes & Company, and the Werner Company, has formed a new firm for the publication of text-books. The firm name is Eaton & Company, the address, 184 La Salle St., Chicago. We wish the new publishers success.

Sacramento, Cal.—The university examiner has blacklisted a number of the high schools of the bay and state counties, so that their graduates cannot enter the State university without conditions. These schools are considered deficient in English. It is claimed that the interior schools, a large number of which are on the accepted list, were credited by the chief examiner, while those rejected were passed upon by an assistant, who desires to force a higher standard in the courses of study. In any case, the result will be an awakening, on the part of the rejected schools, to the university requirements in English work.

Detroit, Mich.—In the annual report of the president of the board of education, the suggestion is made that courses of study be established in the public schools, for parents. The idea is to give some schooling to grown people who have come to America from foreign countries where they have not had the advantages of free tuition. Such an enterprise would enable parents to keep up with the times and so retain the respect of their children. The scheme would also bring the parent into personal contact with the teacher.

Milwaukee, Wis.—The various Turner societies of the city have guaranteed the salaries of the special teachers to give instructions in calisthenics in the public schools next year. A special committee has been appointed to consider the question of raising money for this purpose. The committee has decided to raise the money by subscription, the members of the Turner societies being asked to subscribe first and afterward the liberal and wealthy people of the city who are interested in the schools, especially parents having children in those schools. It is thought necessary to raise the money for the salaries of the special calisthenic instructors for one year only, as it is believed that the regular grade teachers will be able to carry on the work after having the benefit of the instruction and training of the special teachers.

Gerome H. Raymond, professor of sociology at the University of Wisconsin, has been elected to the presidency of the University of West Virginia. He is but 29 years of age, and is said to be the youngest college president in the country.

Prof. Livingston, of Sparta, succeeds Prof. Sylvester as institute conductor of the Stevens Point, Wisconsin, normal school.

With all the excitement incident to the N. E. A. convention, Secretary Bruce, of the local committee, found time to prepare a set of scrap-books, containing all the press notices of the meeting, and these he has decided to present at the public library.

Mr. Nansen, the celebrated Northern explorer, has accepted the invitation of Pres. C. K. Adams to lecture at the University of Wisconsin, in November.

The Rand-McNally geographies have been adopted for exclusive use by the states of Missouri, Kansas, and Montana, and they will be introduced into the schools in the fall.

Minneapolis, Minn.—The board of education has decided to adopt the "Normal Review" system of vertical writing, published by Silver, Burdett & Co.

## New Books.

The Educational Music Course, in the production of which such well known teachers and authors as Luther Whiting Mason, James M. McLaughlin, George A. Veazie, W. W. Gilchrist, and Nathan Haskell Dole have co-operated, presents a thorough graded course to be used in schools. They place music on the same basis as any other study. In the "Third Reader," the previous book is reviewed and the pupil is further taught the various effects of the two common chromatics, sharp four and flat seven, before beginning the study of the remaining tones of the chromatic scales. Each new chromatic is first studied and sung by all the pupils in a unison exercise, after which it is assigned to each voice in the two-part selections. Relative and tonic minors are studied in a practical manner. The "Fourth Reader" reviews two-part song in the nine majors keys, the relative minor keys being presented in their proper order; the characteristic intervals of the minor mode are gradually introduced in separate exercises; all the remaining major and minor keys are introduced in their theoretical order; three-part song begins in the simple way furnished to those who have studied the preceding readers. (Ginn & Co., Boston.)

Teachers who would have their work effective and students who would gain the most benefit from their study of history should read the volume on "Method in History," by Prof. Wm. H. Mace, of Syracuse university. The work is the result of a deep investigation of the subject in the light of pedagogical knowledge, and before publication had the benefit of the criticism of such scholars and educators as Supt. L. H. Jones, Prof. Tompkins, Pres. E. Benjamin Andrews, Prof. Cyrus W. Hodgin, and Prof. Moses Coit Tyler. The author kept in view the fact that education is an organic process carried on by the co-operation of two forces: mind, with its powers, processes, and products; and subject, with its real or possible system of principles and facts. The plan has been to look into history and discover there the processes and products that the mind must work out in organizing its facts into a system. Accordingly, the first step analyzes a number of historical facts to discover some of the essential concepts of history, and at the same time allows the facts discovered to indicate something about the general way in which the mind must move in the subject. This is followed by a more detailed inquiry into the general processes involved in organizing the material of history into the form of a system. What makes the book of special value to American students is that the method is applied especially to the history of the United States. (Ginn & Co., Boston.)

In the "Story of Troy," in the Eclectic School Readings, M. Clarke tells in a way to interest young readers the story of Troy, and its famous siege and destruction; of its brave defenders and heroes of 3,000 years ago, whose wonderful exploits have been celebrated in story and song by the greatest poets and historians of ancient times. A short account of Homer, the father of poetry, and of the gods and goddesses who played such an important part in the great events to be related, is first given as a suitable introduction to the book. Then follow the connected stories which form the chief subjects of the book. These are interspersed with numerous poetical extracts, chiefly from Pope's and Bryant's translations of the Iliad. The illustrations include many full-page reproductions of famous works of art selected with reference to their value in elucidating the text, and many original sketches of beautiful design. (American Book Company, New York. 12mo., 255 pages. 60 cents.)

Prof. Homer B. Sprague, well known as a ripe Shakespearian scholar, an able lecturer in summer schools and other educational institutes, and an experienced and skilful instructor, has just added two new volumes to his Studies of English Classics, "The Tempest" and "A Midsummer Night's Dream." Professor Sprague's notes are critical and philological; they are terse and pithy, and give sufficient explanation of obscure or difficult passages and references, without weakening the student's powers by doing all the work for him. The extracts furnished from other authoritative critics give the pupil an intelligent basis for forming his own estimate. Professor Sprague gives an admirable treatise on the general subject of English literature, as to how it should be studied, in which he introduces the carefully thought-out plans of various practical educators, and deduces some careful inferences and suggestions. Topics for essays are also presented as a distinct aid to the teacher's work. (Silver, Burdett & Co., Boston.)

To Maynard's French Texts has been added "Petite Histoire de Napoléon le Grand," by Arthur H. Solial, A. M. This brief biography of Napoleon has been written from the best histories and biographies, in simple language, so as to lessen as much as possible the difficulties of young students. The notes refer to Kectel's Grammar. (Maynard, Merrill & Co., New York.)

Economy and strength are combined in Hood's Sarsaparilla. Every bottle contains 100 doses and will average to last a month.

## Books Under Way.

## American Book Company.

Mental Arithmetic, by Dr. William J. Milne, president of New York State normal college, Albany, N. Y., and author of Milne's Mathematical Series of Text-Books

Natural Advanced Geography, by Jacques W. Redway. The highest book of the series of which Natural Elementary Geography is the initial volume. The Advanced book is based on new and thoroughly sound ideas of teaching and like the Natural Elementary Geography will present important novel features which it is believed will commend themselves to all thoughtful educators.

A History of the United States, by John Bach McMaster, professor of history in the University of Pennsylvania, will be issued immediately. The treatment of the subject in this book is entirely new in a school history. While giving an admirable account of the discovery and colonization of our country it deals more in detail with the achievements of the people in exploring, expanding, and settling the United States since the Revolutionary period, making the relation of events prominent throughout. The work appeals to the reason rather than to the memory and is characterized by the force and insight which have distinguished Professor McMaster as a great historian.

Geographical Nature Study, by Frank Owen Payne, principal of public school, Glen Cove, N. Y. An elementary text-book designed to precede the regular series of school geographies.

The series of State Histories which at present includes Stories of New Jersey, by Frank R. Stockton; Stories of Georgia, by Joel Chandler Harris; and Stories of Missouri, by J. R. Musick, will shortly be extended by the publication of Stories of Ohio, by William Dean Howells, and Stories of Indiana, by Maurice Thompson. These state histories by eminent authors, are attracting wide attention not only on account of their fine literary quality, but also for the attractive appearance of each volume, mechanically and artistically. The illustrations, characteristic of the localities, are a notable feature.

Ward's Graded Course in Penmanship and Spelling, will be issued in two sizes, small, 1 to 6, and large, 1 to 6.

Dana's Text-Book of Geology. A complete and thorough revision of this standard work for high schools, academies, and colleges.

Astronomy for Beginners, by David E. Todd, professor of astronomy and director of the observatory in Amherst college. An elementary text-book in astronomy for the use of high schools. It covers all of the work in this branch required by the Board of Regents of the State of New York.

Greek Prose Composition, by H. C. Pierson, instructor in Shadyside academy, Pittsburgh, Pa.

Xenophon's Cyropaedia, by C. W. Gleason, master in the Roxbury Latin school.

Story of Æneas and Story of Caesar, by M. Clarke, are shortly to be added to the popular and successful series of Eclectic School Readings.

A German Grammar, by A. Hedgrin, professor in the University of Nebraska.

The well-known Modern German Texts which have become so popular among teachers and students of German will shortly include Lessing's Minna von Barnhelm, by M. B. Lambert, instructor in German, Boys' high school, Brooklyn, N. Y.

Latin Prose Composition, by C. C. Dodge, instructor in Salem, Mass. high school, and H. A. Tuttle, instructor in Brooklyn Polytechnic Institute.

American Progressive Arithmetic, by M. A. Bailey, A. M., professor of mathematics in the Kansas State normal school.

Prof. C. C. Curtiss, for twenty-four years principal of the Curtiss commercial schools of Minneapolis and St Paul is preparing a new series of copy-books in the vertical style which will shortly be issued by this company. The series will be complete in six numbers.

## The Macmillan Co.

Economic Classics, edited by W. J. Ashley, M. A., professor of Economic History in Harvard university. 16mo., cloth.

New Volume:

Cournot, August in: Researches into the Mathematical Principles of the Theory of Wealth. (1838) Translated by Nathaniel T. Bacon. With a Bibliography of Mathematical Economics, by Irving Fisher.

Social Interpretations of the Principles of Mental Development, by J. Mark Baldwin, M. A., Ph. D., Stuart professor of psychology in Princeton university, author of Mental Development in the Child and in the Race: Methods and Processes, etc., etc.

Elements of Grammar, by George R. Carpenter, professor of rhetoric and English composition in Columbia university. Author of Exercises in Rhetoric and English Composition.

A Student's History of the United States, by Edward Channing, professor of History in Harvard university. Author of the volume on the History of the United States in the Cambridge Historical Series. Fully illustrated with maps, portraits, etc., etc.

Elementary Economics, by Herbert J. Davenport, author of Outlines of Economic Theory. This is not an adaptation for school purposes of Mr. Davenport's larger work, but in the main a new book both in matter and arrangement. In method and doctrine it follows the outlines in some degree. The same attempt is made to lead the scholar to do his own thinking, and in a sense the method is inductive, although the text is almost mathematical in the logical development of the theory. No attempt is made at descriptive economics, except so far as is necessary to give the pupil data for such reasoning as should readily be mastered by students who can grasp the abstract relations of algebra and trigonometry.

A Political Primer for New York State and City. The City Under the Greater New York Charter, by Adele M. Field, author of A Corner of Cathay. With maps.

Wild Neighbors: A Book on Animals, by Ernest Ingorsoll. 12mo. Cloth. A work which will give an account of the habits, appearance, etc., of the most important varieties of animal life, aside from the domestic animals. The places where the different kinds are to be found, the methods by which they are captured are vividly described. A special chapter tells how wild animals are trained in captivity.

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Selections from Heine, with introduction and notes, by Dr. A. C. Buchheim, professor of German literature in King's college, London Post, 8vo.

The Study of Civil Government. An outline of the problem of municipal functions, control and organization. By Delos F. Wilcox, A. M., P. D.

Birdcraft, by Mabel Osgood Wright, author of *Tommy-Anne* and the *Three Hearts*, Citizen Bird, etc. New and cheaper edition, with illustrations drawn from nature by Louis Agassiz Fuertes.

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Preparatory Questions on Gardiner's Student's History of England, by R. Somervell, M. A., assistant master of Harrow school. 12mo. net, 35c.

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AUTHUR.	TITLE.	PP.	BINDING.	PRICE.	PUBLISHER.
About, Edmond	L'Oncle et le Neveu et	120	Paper	.25	Wm. R. Jenkins
Casteginer, G.	Les Jumeaux de l'Hotel Cornelle	160	Cloth	.35	American Book Co.
Baldwin, J.	School Reading by Grades	190	B'ds	.70	"
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Blaisdell, Alfred T.	Practical Physiology	94	Paper	.60	Houghton, Mifflin & Co.
Browne, Geo. H.	Poems from the Writings of R. W. Emerson	271	Cloth	.80	American Book Co.
Clarke, M.	Stories from the Arabian Nights	98	Paper	.35	Wm. R. Jenkins
Comba, Teofila E.	Trala Corde di un Contrabasso	448	Cloth	1.00	American Book Co.
Cooley, LeRoy C.	Physics	262	"	1.50	The Macmillan Co.
Findlay, J. J.	Arnold of Rugby	216	B'ds	.50	The John Church Co.
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Goho, Stephen O.	The Pennsylvania Reader	30	B'ds	.35	Novello, Ewer & Co.
Howard, F. E., ed.	Training of the Child Voice	94	"	Potter & Putnam	
Holtzclaw, Lucy N.	Wake-Robin Series, Vol. I.	160	"	"	
Harrington, Chas. D.	Physics for Grammar Schools	123	Cloth	.50	American Book Co.
Henderson, C. R.	The Social Spirit in America	350	"	Flood & Vincent	
Maqueenat, Jules	French Practical Course	226	"	The Macmillan Co.	
Merrill, Elmer T.	Fragments of Roman Satire	178	"	American Book Co.	
Morley, M. Warner	A Few Familiar Flowers	274	"	Ginn & Co.	
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Warren, Kate M.	The Chevalier d'Auriac	323	"	Longmans, Green & Co.	

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#### SCHOOL BOARD—RESTRAINING ORDER.

In an action to restrain school directors from permitting the use of the school-houses under their charge for sectarian religious meetings, and for the holding of public lyceums, it was decided that "school buildings for public meetings" may be a use for educational purposes, but it is not the use intended by law.

2. The public schools are for the instruction of pupils, not for the instruction or entertainment of others.

3. Directors may not, when objections are raised, authorize the use of a school for sectarian religious meetings, nor for any purpose other than school purposes.

Bender *vs.* Streabich et al., Directors, Pa., S. C., July 15, 1897.

#### SCHOOL OFFICERS—TENURE—VACANCY.

A school trustee was twice elected his own successor, but failed to file a bond within ten days from the beginning of his third term, although this is required. (Sec. 7542, Rev. Stat. 1894.) Nevertheless, as it is provided (Constitution, Art. 15 and Rev. Stat. 1894 Sec. 225) that an officer shall hold office until his successor is elected and qualified, it was decided that in this case there was no vacancy.

Koerner *vs.* State Ex rel., Judy, Ind., S. C., June 8, 1897.

#### SCHOOL TRUSTEES—BREACH OF CONTRACT—VALIDITY OF ACTS WHILE HOLDING OVER.

1. In an action against a school corporation by a teacher who claimed a breach of contract, whereby she had sustained

damages, it was decided that the answer that the persons who assumed to enter into the contract were not the duly elected and qualified trustees, but were mere usurpers, and that for the purpose of forestalling the action of the new board, which was about to be elected, the old board entered into the contract mentioned was not sufficient proof that she was not legally employed.

2. Where school trustees have been duly elected and qualified, they are entitled to hold over until their successors are duly elected and qualified.

3. Where one of such school trustees of a town signed a contract with a teacher, and the contract was adopted by the board and signed by another member, it became binding upon the corporation.

School Town of Milford *vs.* Powers, Ind., S. C.

Note: The new board ignored the contract made with plaintiff by the old board and refused to let her teach. She recovered damages, and the supreme court affirms the judgment. The court, however, said that individual members of a school board, acting separately, cannot legally employ a teacher. Individually, they have no power, but must convene as a board, and any contract made by them when not thus convened, unless it is afterward fully approved and confirmed when legally in session, is not valid.

#### SUPERINTENDENT PUBLIC INSTRUCTION—APPROPRIATION FOR SALARY.

Application was made to compel the state treasurer to pay a warrant in favor of the state superintendent. Held: That the statute (1897 p. 82) making the superintendent's salary payable from the general school fund does not violate the provision (Constitution Art. II., Sec 3) that the interest from the state fund shall be distributed among the several counties. There being no restriction on that portion of the school fund derived from taxation, and the superintendent being immediately connected with the schools, the writ was granted.

State Ex rel., Cutting, Superintendent of Public Instruction *vs.* Westerfield, Treasurer, etc., Nevada, S. C., July 19, 1897.

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## SCHOOLS AND SCHOOL DISTRICTS—TEACHERS' CERTIFICATES—HOLDERS OF STATE NORMAL DIPLOMAS.

In an action to compel the board of education of a county to issue a grammar grade certificate to a teacher, it was held that the provision of the constitution (Art. 9, sec. 7,) that county superintendents and boards of education shall control the examination of teachers and the granting of certificates, does not prohibit the legislature from prescribing on what conditions these shall be granted; and hence a rule of a county board, that holders of state normal school diplomas must have had one year's experience to entitle them to certificates higher than the primary grade is not superior to the provision that these diplomas entitle holder to grammar grade certificates. (Political Code, Sec. 1503, as amended by Statute 1893, p. 267.)

Mitchell *vs.* Winnek, et al., Calf., S. C., July 9, 1897.

## VALIDITY OF APPROPRIATION TO PAY TEACHERS IN STATE ORPHANS' HOME.

No part of the general school fund can be appropriated to pay teachers at the State Orphans' Home, and the Statute 1897, p. 82, Sec. 1, in so far as it attempts such an appropriation, is void.

State *vs.* Westerfield, Nev., S. C., June 18, 1897.

## TAXATION—BONDS—INTEREST—DISTRIBUTION OF SCHOOL FUND.—SCHOOL DISTRICTS—CONSOLIDATION—BONDS.

Where two school districts, one of which had issued bonds, were consolidated, property in what was formerly the district

that did not issue the bonds was subject to a tax for their payment.

State (Sharp) *vs.* Froehlich, Collector, N. J., S. C., June 3, 1897.

## STATE SCHOOL FUND—INVESTMENT—MEETING OF BOARD—REFUNDING BONDS.

1. The commissioners for the management of the state school fund shall not invest in any bonds which shall exceed 10 per cent. of the assessed valuation of the municipality, but if the commissioners should do so, the municipality will not be relieved from payment.

2. County commissioners have no right to convene beyond the limits of the county; but if they do so, and bonds are issued to pay a valid indebtedness, and the commissioners for a number of years levy and collect taxes for the payment of interest upon the bonds, the county is liable for payment of the bonds.

State *vs.* Board of Commissioners, etc., Kans., S. C., July 10, 1897.

## BOARD OF EDUCATION—DISTRIBUTION OF SCHOOL FUND—PAYMENT OF WARRANT.

A warrant was issued for the payment of the salary of a superintendent of schools. The treasurer received payment, on the ground of lack of authority on the part of the school board. It was decided that the treasurer has no right to question the authority of the board of education in directing the application of school funds.

Summerville *vs.* Wood Treas., Ala., S. C., June 26, 1897.

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## Interesting Notes.

## Old-Time Sweetness Gone.

The old-fashioned molasses is rapidly disappearing as an article of commerce, and in its place have come a number of sirups, which are more costly and by no means as satisfactory, especially to the little ones, who delight, as we did when we were young, in having molasses on their bread. Most of the molasses goes into the distilleries, where it is made into rum, for which, notwithstanding the efforts of our temperance workers, the demand is constantly on the increase, especially in the New England states and for the export trade. The regular drinker of rum will take no other liquors in its place if he can help it. The darker brown sugars have also disappeared, and they are not likely to return, owing to the methods of boiling and the manufacture. Granulated sugar is of the same composition, as far as saccharine qualities are concerned, as loaf, cut loaf cube, and crushed, and differs from them only in that its crystals do not cohere.

This is because it is constantly stirred during the process of crystallization. The lighter brown sugars taste sweeter than the white, for the reason that there is some molasses in them. Housekeepers have difficulty these days in finding coarse, dark sugars, which are always preferred for use in putting up sweet pickles, making cakes, and similar uses. As they cannot get brown sugar any more, it may be well for them to remember that they can simulate brown sugar by adding a teaspoonful of molasses to each quarter of a pound of the white granulated sugar. This combination does as well in all household receipts that call for brown sugar as the article itself.

## A Curious Experiment in Magnetism.

M. Obalski describes a pretty magnetic curiosity to the "Academie des Sciences." Two magnetic needles are hung vertically by a fine thread, their unlike poles being opposite one another. Below them is a vessel containing water, its surface not quite touching the needles. They are hung so far apart as not to move toward one another. The level of water is now quietly raised by letting a further quantity flow in from below. As soon as the water covers the lower ends of the needles they

begin to approach one another, and when they are immersed they rush together.

## Seedless Fruits.

More important probably than eliminating the thorns on trees and bushes is the extermination of objectionable seeds. The seeds of oranges, grapes, apples, pears, and similar fruits are no longer absolutely necessary for the production of plants and trees. Nature slowly and grudgingly relinquishes her right to mature seeds,—the secret that she has guarded so carefully for perpetuating many of her choicest species. Before horticulture was reduced to a science, most plants depended upon the seeds for their existence, but in these modern days, when budded and grafted stock give more satisfaction than seedlings, they are superfluous to a degree. We might not be able to get along without any seeds, for seedling stock must continue to be raised so long as fruit trees are in demand, but, as all choice stock is budded or grafted, the seeds of our leading varieties of oranges, lemons, grapes, and apples could be easily dispensed with.—September "Lippincott's."

## Royalty a Luxury.

The royal family of England costs the British government, in round numbers, \$3,000,000 annually. Of this sum the queen receives nearly \$2,000,000 a year, besides the revenues from the duchy of Lancaster, which amount to a quarter of a million. The lord lieutenant of Ireland receives \$100,000 a year for his services and ex-

penses, and the Prince of Wales \$200,000 a year. The president of France receives \$240,000 a year for salary and expenses, an enormous salary, when it is remembered that the republic is sweating under a stupendous national debt of over \$6,000,000,000—the largest debt ever incurred by any nation of the world. Italy can have ten thousand men killed in Abyssinia and still pay her king \$2,600,000 a year. The civil list of the emperor of Germany is about \$4,000,000 a year besides large revenues from vast estates belonging to the royal family. The czar of all the Russias owns in fee simple 1,000,000 square miles of cultivated land and enjoys an income of \$12,000,000. The king of Spain, little Alfonso XIII., if he is of a saving disposition, will be one of the richest sovereigns in Europe when he comes of age. The state allows him \$1,400,000 a year with an additional \$600,000 for family expenses. We are said to be the richest nation on earth, yet our president's salary is only \$50,000 a year. It was only \$25,000 from 1789 to 1873.

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#### How Grant Impressed His Comrades as a West Point Cadet.

"He was a lad without guile," testifies General Longstreet. "I never heard him utter a profane or vulgar word. He was a boy of good native ability, although by no means a hard student. So perfect was his sense of honor that, in the numerous cabals which were often formed, his name was never mentioned, for he never did anything which could be subject for criticism or reproach. He soon became the most daring horseman in the academy." He had a way of solving problems out of rule, by the application of good hard sense, and Rufus Ingalls ends by saying: "When our school days were over, if the average opinion of the members of the class had been taken, every one would have said: 'There is Sam Grant; he is a splendid fellow, a good honest man, against whom nothing can be said, and from whom everything may be expected.'

One of the keenest observers in his class, for a year his roommate, perceived more in him than his instructors. "He had the

most scrupulous regard for truth. He never held his word light. He never said an untruthful word even in jest."

"He was a reflective mind and at times very reticent and somber. Something seemed working deep down in his thought—things he knew as little about as we. There would be days, even weeks, at a time, when he would be silent and somber—not morose. He was a cheerful man, and yet he had these moments when he seemed to feel some premonition of a great future—wondering what he was to do and what he was to become. He was moved by a very sincere motive to join the Dialectic Society, which was the only literary society we had. I did not belong, but Grant joined while we were roommates, with the aim to improve in his manner of expressing himself."

—McClure's Magazine.

#### The Supremacy of Russia.

Having discovered how Russia arrived at her present supremacy, we can deal briefly with the second question we proposed to ourselves: What does this supremacy mean for the future? We may, indeed, answer at once: That depends upon what it shall stand for. If Russia is to go on maintaining and championing despotism; if she is to ally herself with other despots for the suppression of all liberalism in the Old World,—then her supremacy must prove the greatest possible calamity to all that civilization means. If, on the contrary, she shall proceed cautiously along the path marked out by Peter the Great, Catherine II., and Alexander II., and shall gradually substitute the noble, moral bond of freedom for the coarse, material one of despotism, and in so doing, shall profit by all the rich experience of the Western nations without losing her own individuality and becoming a mere imitator,—then her supremacy will be what the Old World most needs and craves. Cultivated Russia—and she is daily becoming more cultivated—demands freedom and constitutional government; and this she will sooner or later acquire, by fair means or by foul, by gradual evolution or by sudden revolution. That, in the process, there will spring up serious difficulties, in which she may temporarily lose something of her strength, is not unlikely; but what she loses in strength she will gain in prestige and in foreign sympathy. In any case, she has no choice in the matter; she must go forward or perish from among the nations.—Prof. Thomas Davidson, in the September "Forum."

#### Headaches Accompanying Catarrhal Troubles.

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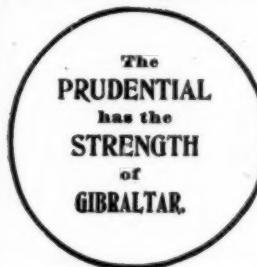
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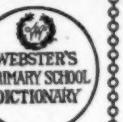
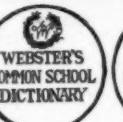
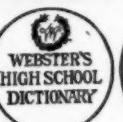
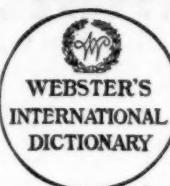
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### Edward Bellamy's New Book.

Some years ago Edward Bellamy published a book treating of industrial and social problems that probably attracted more attention than any in this line during the past twenty-five years. "Looking Backward" was praised by enthusiasts as the long-sought-for solution of questions that have perplexed the wisest, as without a flaw in its reasoning, as pointing to the way to an era of peace and good will—free from war, free from commercial strife, free from the bickerings of capital and labor. Although the success of the book was very great, the author and others felt that further explanation was needed. It was necessary for him not only to show how the new order had been established and what it was like, but to say how it had displaced the old. Mr. Bellamy's system, which is state socialism pure and simple, is described in his new book "Equality."

In "Equality" he not only upholds the assertions of the Declaration of Independence that "all men are created equal," and that they have right to "life, liberty, and the pursuit of happiness," but he evolves a system by which he holds they will be kept equal. As in "Looking Backward" we are carried forward with the sleeper, Julian West, over a hundred years into a state of society totally different from our own, only in "Equality" everything is explained in detail. Private property has disappeared and the state owns everything, giving each worker, at the beginning of each year, script equal to his share of the wealth production for the year, which he may use as he likes. This script is exchanged for necessities anywhere, and of course makes money unnecessary. The next year a new apportionment is made on the basis of equality. Women have the same rights as men and their sphere of industry is greatly widened. Fashion is a thing of the past. An electrical contrivance enables one to sit in his home and not only hear but see things going on miles away. Other inventions have so reduced the call for writing that it has become a lost art. Sanitary science has brought houses to perfection; only a few nineteenth century houses remain as historical curiosities. Crime has nearly disappeared the few refractory members of society being placed in a colony by themselves.

The curious reader will ask how the old order was replaced by the new. The author often speaks of the great revolution, but does not explain how it came about until near the end of the book. He says that the railroads, telegraphs, etc., were first taken by the state. The advantages were so great that other classes asked to be taken under control, the movement gaining momentum as it progressed, until all classes of workers were under government control, and the equality basis was fully established.

Most people will look upon Mr. Bellamy's plan as one impossible of accomplishment. It is impossible, they will say, to abolish private property, it is impossible to make men equal, and it is absurd to suppose that an equal distribution of benefits could be maintained because it presupposes well-nigh perfection in human nature. Mr. Bellamy is an acute and vigorous thinker, however, whose ideas will receive attention from social scientists; some of them may bear fruit in practice. We are no doubt living in a transition period. Who can tell what a hundred years will bring forth? Perhaps there will be as much advance socially, industrially, and politically on our condition in one hundred years as we are in advance of that of Sir Thomas More's time. "Utopia" has never been fully realized; will "Equality" ever be? (D. Appleton & Co., New York.)

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### Literary Notes.

The "Third Year in French," by L. C. Syms, issued by the American Book Co., deviates in no way from the plan adopted in the first two volumes. As compared with the preceding books of the series the lessons show a marked progression. The study of verbs, the basis of the whole method is still given the same importance. The study of French syntax is continued and completed, and special attention is given to all points which may prove to be specially difficult for English-speaking students. The book contains many extracts in French and English which bear the names of well-known authors.

Henry Holt & Co. announce for immediate publication "The Elements of Comparative Zoology," by Prof. J. Sterling Kingsley, of Tufts college. While containing the usual text-book information, it will be more than usually full of laboratory illustration, and will make a special feature of suggestive questions under "Comparisons." The same house will issue early in September, "Laboratory Directions in General Biology," by Harriet Randolph, instructor in Bryn Mawr college; an "Outline Introductory to Kant's Critique of Pure Reason," by Prof. R. M. Wenley, of the University of Michigan, and a new and much enlarged edition of Hall and Bergen's "Text-book of Physics."

The Riverside Literature Series has recently been adopted in the schools of the states of Montana, Utah, and Missouri, and the city of Baltimore. A new catalogue of the series, containing the tables of contents of all the one hundred and thirty-two issues and other valuable information, including a grade card which shows what numbers have been chosen for the different grades

of school work in twenty representative cities, may be had free on application to the publishers, Houghton, Mifflin & Co., Boston, New York, and Chicago.

The directors of the Old South Work some time ago published in their valuable series of Old South Leaflets the memoir of Elder Brewster, from Bradford's "History of Plymouth Plantation," and also Bradford's "First Dialogue," which has so high a historical value on account of its notices of John Robinson, Clifton, Barrow, and other fathers of the Pilgrim Fathers. They have now responded farther to the warm interest in the old Plymouth governor which has been awakened by the return of his famous history from England to America, by issuing a leaflet containing Cotton Mather's "Life of Bradford," from the "Magnalia," together with the companion life of Governor Winthrop.

The purpose of "A Study of English Words," by J. M. Anderson (American Book Co.) is to furnish in a form suitable for school or private study a summary of the most important facts relating to the English language, with special reference to the growth and change of English words. The work includes a brief statement of the general principles of language growth as exemplified in the Indo-European lan-

guages, and a study of the different elements of English, showing the growth of our language from its original Germanic, French, Latin, Greek, and other roots into a new language of greater strength and universality than its predecessors.

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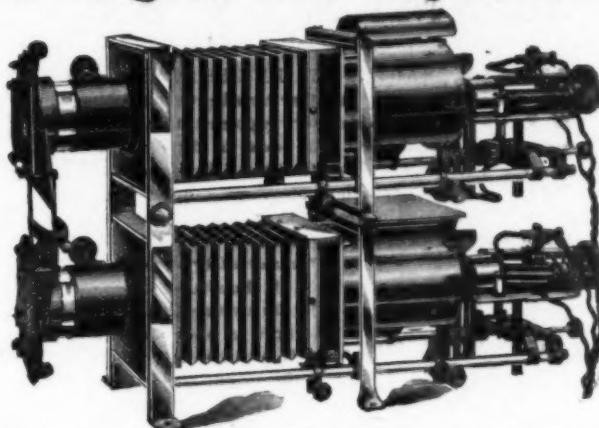
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